

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

A recent survey conducted by the Argo Community High School District 217 Board of education (BOE) shows parents and community members believe the District does a good job retaining quality teachers who provide a quality education to their students (see attached community survey on pages 28 - 32 of this document). The Union's contract proposal seeks to continue that practice, but the BOE proposal would harm the District's ability to attract and retain experienced educators with advanced degrees. The Board of Education has repeatedly stated during the collective bargaining process that regardless of how much money in the bank the District has, it is unwilling to provide teachers with a fair contract.

The Union firmly believes that additional teacher education as well as experience is critical in improving student achievement and these positions are affirmed by research. The BOE wants to focus on high stakes testing that promotes teaching to the test and limits students' ability to think independently. The BOE presented the Union with some questionable data in an attempt to support their position. The Union responded to the BOE on May 29, 2012 with its own research summary which is attached as pages 33 through 51 of this document.

The Union has made a modest contract proposal that keeps the District competitive while not endangering the District's large financial surplus. The District had an **education fund balance of over \$11.8 million** after all expenditures (\$24,571,975.00) at the end of the last school year (2010-2011). This audited figured was filed with the Illinois State Board of Education (ISBE). This fund balance has remained fairly steady over the last few years of national economic downturn.

In the ISBE's assessment of District 217's overall operating expenditures or "School District Financial Profile", the ISBE granted District 217 the highest rating possible – "Recognition" (see attached School District Financial Profile at the very end of this document). In fact, District 217 could operate the schools for 360 days on the basis of its fund balances.

We have proposed to keep the structure of the contract the same because we strongly believe that the draconian, drastic salary schedule changes proposed by the BOE will harm District 217's ability to attract and retain good teachers. These changes are the equivalent of a career long pay cut. That proposal would be an incentive for our younger teachers to look for new jobs somewhere else. The District cannot afford to lose quality teachers. The District can more than afford to keep a competitive salary and benefits package.

District 217 repeatedly budgets well more than it actually spends in the education fund. The BOE then uses these budgets to characterize annually that they are operating in the "red". Yet, at the end of the fiscal year it turns out that the District spent less than it budgeted. Below are the budgeted and actual expenditures for the education fund for the most recent three school years reported to the Illinois State Board of Education (ISBE) and as approved by the BOE's auditor. Figures for the 2011-2012 school year are not due to the ISBE until November 15.

<b><u>School Year</u></b>	<b><u>Budgeted Expenditures</u></b>	<b><u>Actual Expenditures</u></b>
2008-2009	\$23,817,576.00	\$21,521,687.00
2009-2010	\$25,813,674.00	\$22,987,430.00
2010-2011	\$27,815,875.00	\$24,571,975.00

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

*Below is the Union's final offer in its entirety. It also includes all tentative agreements already reached between the parties.*

<b>Article II - Working Conditions</b>
--

19. **Reporting and Departure Times** *(This provision was brought to the table by the BOE when it sought a longer teacher work day. When the Union offered a proposal for a longer work day in exchange for a modest wage increase, the BOE said it was no longer interested in the longer work day. Therefore, as a part of the final offer, the Union suggests retaining the original contract language.)*

Teachers are encouraged, though not required, to be in the building at least ten (10) minutes prior to the start of the teacher's working day. Teachers are required to remain in the building until at least the first dismissal bell ending the school day and are encouraged to remain longer.

22. **School Year** *(The BOE originally asked for an additional institute day to be added to the work year. The teachers suggested that the day be an instructional day for students but the BOE now wants to have their discretion as to how the day will be used – whether instructional or a Teacher Institute Day. The Union is willing to add an additional day to the 2013-2014 school year which would remain in effect during the 2014-2015 school year. In an effort to reach a deal, this day could be used for purposes at the discretion of the BOE.)*

The school calendar **for the 2012-2013 school year** shall provide for one hundred eighty-five (185) days of which at least one hundred seventy-six (176) days shall be student attendance days, at least two (2) days shall be institute days, and five (5) days shall be emergency days. All unused emergency days shall be deleted from the calendar. ~~In the event that the school calendar is increased beyond one hundred eighty (180) teacher attendance days, teachers shall be paid for any additional days on the basis of their regular salaries.~~

**The school calendar for the 2013-14 school year and beyond shall provide for one hundred eighty-six (186) days of which at least one hundred seventy-six (176) days shall be student attendance days, at least two (2) days shall be institute days, and five (5) days shall be emergency days. All unused emergency days shall be deleted from the calendar.**

<b>Article III – Leaves</b>
-----------------------------

1. **Sick Leave** *(This provision was brought to the table by the BOE who initially recommended decreasing the number of sick leave days for teachers. The BOE later agreed to leave the number of sick leave days as they are with some minor modifications to other language within the provision. Below is the Union's final offer on this provision of the CBA.)*

Every full-time teacher shall, without deduction in pay, be entitled to sick leave each year.

<u>Number of Accumulated Sick Leave Days as of June 30</u>	<u>Days of Sick Leave Per Year</u>
50 days or less	14
51 to 99 days	17
100 or more days	18

Sick leave shall be granted for personal illness, serious illness or death in the immediate family or

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

household. Immediate family shall be understood to include the teacher's parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, legal guardians, step-parents, and step-children. A doctor's note may be required when a teacher is out ~~five (5)~~ **three (3)** or more consecutive work days. Absences opposite lunch period are chargeable to business/sick leave as applicable.

In addition, a teacher shall be granted bereavement leave for a period up to 3 days in case of death in the immediate family. (For bereavement purposes, aunt, uncle, niece or nephew are included in the immediate family.) Such leave shall be in addition to the teacher's personal leave days and sick leave days.

Unused sick leave shall accumulate without limitation.

~~At the beginning of each school year, each teacher~~ **Teachers** shall be notified of the number of accumulated sick leave days available, including the number of days for the coming year. ~~He/she will also be notified of available personal leave days and accumulated emergency leave days~~ **on each regular paycheck.**

A serious illness leave bank shall be established. Each faculty member shall be allowed to contribute up to two (2) days per year per faculty member who has depleted his accumulated sick leave. The Union shall be responsible for administering the bank, provided that the Union shall require a written notice of contribution from each member so electing and a written withdrawal notice from a teacher desiring days from the bank. These notices shall also be submitted to the Superintendent or his designee.

**3. Unpaid Leaves of Absence** *(This provision was brought to the table by the BOE. Below is the Union's final offer on this provision of the CBA. The parties are still apart on section E. regarding placement of teachers on the salary schedule after an unpaid leave of absence. The teachers are recommending that the language remains as it is below.)*

A. An unpaid leave of absence for an extended period of time shall be granted by the Board for any of the following reasons or purposes:

1. Illness in the immediate family (immediate family as defined in Section 1 of this Article);
2. Anticipated childbirth or adoption of a minor child;
3. Professional study resulting from the receipt of a fellowship, internship or scholarship;
4. Election or appointment to government office;
5. For such other reasons which upon request by the teacher and in the judgment of the Superintendent may be recommended to the Board for its approval.

B. Application Procedures

1. Any teacher desiring a leave of absence without pay must submit to the Superintendent an application in writing at least seventy-five (75) calendar days before the desired date of the commencement of the leave;
2. In emergency cases, the Superintendent may waive the seventy-five (75) calendar days, if in his judgment, the teacher submits in writing an explanation with proper verification and/or

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

documentation indicating the events, occasions or occurrences beyond the control of the teacher who requested that the seventy-five (75) day period be waived;

3. Prior to the approval of any leave request pursuant to this Section, the Superintendent and/or the Board may require that the teacher submit proper documentation, such as statement of a physician, admission in an institution of higher learning or approval by the proper agency of adoption.

**C. Length of Leave**

1. No leave shall exceed the remainder of the school year in which the leave commenced plus one (1) additional school year, unless an extension thereof is requested by the teacher in writing, with a statement of the reasons for said extension, to the Superintendent and approved by the Board;
2. Any request for an extension must be submitted to the Superintendent no later than March 1 of the school year during which the teacher is on leave.
3. In no event shall any teacher be granted an unpaid leave of absence in excess of two (2) school years beyond the school year in which the leave commences.

**D. Return Notification**

Notification of intention to return to the employ of the District from an unpaid leave of absence shall be made in writing by certified mail, return receipt requested, to the Superintendent or his designee by March 1 of the school year preceding the expected return; failure to timely notify the Superintendent in writing shall be deemed a resignation.

**E. Salary Schedule Placement**

1. Teachers returning from an unpaid leave of absence shall be placed on the salary schedule at the same place they occupied at the beginning of the leave.
2. Teachers who have completed one (1) semester or more of the current school year shall be granted a full year's credit on the salary schedule.

**F. Conditions**

1. The cost of life, dental and medical benefits shall be borne by the teacher during the period of the leave;
2. Upon the expiration of the leave and upon presentation of evidence satisfactory to the Board manifesting compliance with the conditions of the leave, the teacher shall be returned to the same or another position for which the teacher is qualified;
3. Failure to comply with the provisions of this Section shall be deemed a resignation;
4. ~~Any teacher applying for a leave under this Section shall be given a copy of this Section;~~

*Renumber remaining sections.*

5. In the event circumstances or events beyond the control of the teacher (e.g., miscarriage, termination of a fellowship, unanticipated economic hardship, etc.) occur during the term of

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

the leave, upon at least thirty (30) days written notice to the Superintendent or his designee of his/her desire to return to the District, the teacher shall be placed in a vacant position for which the teacher is qualified or in the position held by the teacher prior to the leave. Such a teacher may return to such a full-time position only at the beginning of a semester unless the position held by that teacher is available earlier; provided that if the teacher, who otherwise complies with the requirements of this paragraph, desires to return prior to the beginning of a semester the teacher will be used, if he/she so requests, as a substitute teacher, at the pay rate then in effect for substitutes, with first priority for substituting in the District subordinate only to teachers with a prior notification pursuant to this paragraph;

6. Teachers who desire to return from an unpaid leave of absence, other than at the beginning of a school year, must specify the date upon which they intend to return at the time they apply for their leave of absence. Teachers returning from an unpaid leave of absence shall resume their duties only at the beginning of a grading period.
7. Leave shall not be granted for the purpose of accepting a position with another school district. However, a teacher may accept a position in another district during an unpaid leave of absence if the original purpose of the leave ceases to exist, provided that the teacher notifies the Superintendent, in writing, of his/her intent to accept such a position and further provided that there is no vacant position available in the District for which the teacher is qualified. If a District 217 position is available, the teacher shall be obligated to accept the position or otherwise be deemed to have resigned. In the event that a District 217 vacancy exists and the teacher returns, Section F.2. shall apply at the time the leave would otherwise have concluded.

**4. Discipline (NEW LANGUAGE)** *(This provision was brought to the table by the Union. Below is the Union's final offer on this provision of the CBA. The BOE has repeatedly rejected the inclusion of this language in the contract.)*

**Any discipline served upon a teacher shall be progressive in nature and for just cause.**

<b>Article VIII</b>
---------------------

*(Below are the Union's final offers related to all financial matters within Article VIII.)*

**Salary Schedule for 2012-2013**

Hard freeze which results in no step/lane/column movement and no longevity for teachers on the salary schedule but does include the retirement benefit for those teachers who have submitted an irrevocable notice of intent to retire under the previous contract (1.38% new money NOT including retirements; -1.57% less money when INCLUDING retirements – see page 27 of this document)

**Salary Schedule for 2013-2014**

Soft freeze which results in step movement for all teachers, lane/column movement and longevity for those who qualify, as well as including the retirement benefit for those teachers who have submitted an irrevocable notice of intent to retire (3.62% new money NOT including retirements; 2.08% new money when INCLUDING retirements – see page 27 of this document)

**Salary Schedule for 2014-2015**

Step + 2.4% on the base which results in step movement for all

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

teachers, lane/column movement and longevity for those who qualify, as well as including the retirement benefit for those teachers who have submitted an irrevocable notice of intent to retire (5.20% new money NOT including retirements; 1.17% new money when INCLUDING retirements – see page 27 of this document)

**Salary Schedule and I.T.R.S. Contribution Schedule**

1. The Board agrees to contribute on behalf of each teacher to the I.T.R.S., as part of and out of the above specified amount, the dollar amount in excess of the teacher's 1976-1977 base salary, but not in excess of nine and three-fourths percent (9.75%) of the total compensation subject to the I.T.R.S. contributions. The parties agree to discuss any increase in the I.T.R.S. contribution for the District and/or the teachers during the term of the Agreement.
2. The Board and the Union recognize and agree that the above-entitled "Salary Schedule and I.T.R.S. Contribution Schedule for ~~2007-2008 through 2011-2012~~ **2012-2013 through 2014-2015** and such other compensation as provided for in this Agreement which is subject to I.T.R.S. contribution represents the total compensation for each teacher, including salaries, paid by the Board to the I.T.R.S. on behalf of the teacher.
3. ~~The Board and the Union have agreed to the above-described program for Board contributions to the I.T.R.S. on the basis of the following legal authority:~~
  - A. ~~E.R.I.S.A., Section 414 (h) (2) of the Internal Revenue Code;~~
  - B. ~~The Opinion of the Illinois Attorney General, No. S-1250, issued June 9, 1977; and~~
  - C. ~~The May 31, 1977 opinion of A.D. Fields, Chief, Employee Plans Technical Branch, to Mr. William R. Wallin, Assistant and Attorney General, State of Illinois.~~
  - D. ~~The September 10, 1981 opinion of John J. Swieca, Acting Chief, Employee Plans Technical Branch IRS, to the Bloomington Board of Education.~~

Notwithstanding said legal authority, the Board and the Union recognize that neither can, nor does, guarantee or assure any eligible teacher that contributions paid by the Board to the I.T.R.S., in whole or in part, are, or will be considered to be, excludable from the gross income of the individual for federal income tax purposes.

<b>Stipends: Non-Competitive Clubs, Competitive Clubs and Instructional Support</b>
---

For the ~~2007-2008, 2008-2009, 2009-2010, 2010-2011 and 2011-2012~~ **2012-2013 through 2014-2015** school years, the compensation for stipend percentages shall be computed on the Base of BA Step 1 for 1 – 5 years and the Base of BA Step 6 for 6 years and over of experience.

Any teacher currently serving as a sponsor of a competitive or non-competitive club that received a stipend in the 2001-2002 school year higher than the stipend set forth in this contract shall continue to receive the 2001-2002 stipend as long as the teacher remains the club sponsor.

Non-Competitive Clubs \_\_\_\_\_ %

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

A-Club	2.64%
Ambassadors	2.64%
Drama/Thespians	2.64%
Fall <b>School</b> Play	9.24%
<b>Environmental Club</b>	<b>2.64%</b>
Foreign Language	2.64%
<b>Gay Straight Alliance (GSA)</b>	<b>2.64%</b>
International Club	2.64%
Literary Magazine	3.96%
<b>Maroon Crew</b>	<b>2.64%</b>
NHS	5.28%
Science Club	2.64%
SWSS	2.64%
Spring Musical/Instr	6.60%
Spring Musical/Director	9.24%
Spring Musical/Vocal	6.60%
Student Council	5.28%
Senior Class	5.28%
Junior Class	5.28%
Sophomore Class	2.64%
Freshman Class	2.64%
NHS – Asst.	2.64%

*Competitive Clubs* \_\_\_\_\_ %

Argolite – Head	15.00%
Argolite – Asst.	11.25%
<del>Cheerleaders – Head</del>	<del>20.00%</del>
<del>Cheerleaders – Asst.</del>	<del>15.00%</del>
Chess Club	12.00%
<b>Color Guard</b>	<b>12.00%</b>
Instrumental Music - <b>Head</b>	20.00%
<b>Instrumental Music – Assist.</b>	<b>15.00%</b>
<b>Orchestra Director</b>	<b>15.00%</b>
<b>Percussion Instructor</b>	<b>12.00%</b>
Maroon – Head	15.00%
Maroon – Asst.	11.25%
Mathletes – Head	12.00%
Mathletes – Asst.	9.00%
<b>MUN Model UN</b>	12.00%
Sailorettes – Head	20.00%
Sailorettes – Asst.	15.00%
Scholastic Bowl – Head	12.00%
Scholastic Bowl – Asst.	9.00%
<b>WARG</b>	<b>20.00%</b>
Winter Contest/Play	12.00%
Vocal Music	15.00%
Winter Guard/Flags	12.00%
Speech & Debate – Head	12.00%
Speech & Debate – Asst.	9.00%
Special Olympics - <b>Head</b>	9.00%
<b>Special Olympics – Assist.</b>	<b>6.75%</b>

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

Instructional Support      % **or ETP\***

<u>ACT Coordinator</u>	<u>ETP</u>
<u>ACT Teacher</u>	<u>ETP</u>
<u>After School Reading Recovery</u>	<u>ETP</u>
<u>Argo After Hours</u>	<u>ETP</u>
<u>BTW Drivers</u>	<u>ETP</u>
<u>Computer Lab Monitor (am)</u>	<u>ETP</u>
<u>Computer Lab Monitor (pm)</u>	<u>ETP</u>
<u>English Resource</u>	<u>ETP</u>
<u>Library Supervision (am)</u>	<u>ETP</u>
<u>Library Supervision (pm)</u>	<u>ETP</u>
<u>Math Resource</u>	<u>ETP</u>
Study Skills Coord	7.92%
<u>TARE Coordinator</u>	<u>ETP</u>
<u>TARE Teacher</u>	<u>ETP</u>
Tickets	10.56%

**\* Excess Time Pay (ETP)**

<b>Stipends: Non-Competitive Clubs, Competitive Clubs and Instructional Support</b>
---

For the ~~2007-2008, 2008-2009, 2009-2010, 2010-2011 and 2011-2012~~ **2012-2013 through 2016-2017** school years, the compensation for stipend percentages shall be computed on the Base of BA Step 1 for 1 – 5 years and the Base of BA Step 6 for 6 years and over of experience.

**Sport**      %

Athletic Trainer (**3 seasons**)~~18.00%~~**20.00%**

**Badminton**

Head	16.00%
Assist.	12.80%

**Baseball**

Head	17.00%
Assist.	13.60%

**Basketball**

Head	18.00%
Assist.	14.40%

**Bowling**

Head	12.00%
<u>Assist.</u>	<u>9.60%</u>

**Cheerleading**

<u>Head (Football)</u>	<u>10.00%</u>
<u>Assist. (Football)</u>	<u>7.50%</u>
<u>Head (Basketball)</u>	<u>10.00%</u>
<u>Assist. (Basketball)</u>	<u>7.50%</u>



**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Cross Country**

Head	17.00%
Assist.	13.60%

**Football**

Head	18.00%
Assist.	14.40%

**Golf**

Head	12.00%
Assist.	9.60%

**Soccer**

Head	17.00%
Assist.	13.60%

**Softball**

Head	17.00%
Assist.	13.60%

**Swimming**

Head	18.00%
Assist.	14.40%

**Tennis**

Head	16.00%
Assist.	12.80%

**Track & Field**

Head	20.00%
Assist.	16.00%

**Volleyball**

Head	17.00%
Assist.	13.60%

**Water Polo**

<b><u>Head</u></b>	<b>17.00%</b>
--------------------	---------------

**Weight Training**

Fall	9.60%
Winter	9.60%
Spring	9.60%

**Wrestling**

Head	18.00%
Assist.	14.40%

<b>Other Economic Remuneration</b>
------------------------------------

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**For the purpose of this section, CPI is defined as the CPI-U effective on December 31 of each immediately preceding calendar year.**

1. Pay for Internal Substitution

Internal substitution shall be paid at the rate of ~~twenty-eight dollars and fifty cents (\$28.50)~~ **thirty dollars and ninety-six cents (\$30.96)** for 2007-2008 **2012-2013** and will be increased by an amount equal to **80% of** CPI for 2008-2009, 2009-2010, 2010-2011 and 2011-2012 **2013-2014 and 2014-2015** per class.

2. Excess Time Pay

A teacher who agrees to work in excess of the time required by his/her contract shall be paid at the rate of ~~thirty-one dollars and fifty cents (\$31.50)~~ **thirty-four dollars and twenty-two cents (\$34.22)** for 2007-2008 **2012-2013** and will be increased by an amount equal to the **80% of** CPI for 2008-2009, 2009-2010, 2010-2011 and 2011-2012 **2013-2014 and 2014-2015**.

3. Overload Assignment

A teach who is required to carry more than the normal teaching load shall receive fifteen percent (15%) of BA Step 1. In addition, the teacher shall be relieved of his/her half-hour supervisory work during the period he/she carries such overload assignment.

4. Summer School

Compensation for summer school shall be at the rate of ~~thirty-one dollars and fifty cents (\$31.50)~~ **thirty-four dollars and twenty-two cents (\$34.22)** for 2007-2008 **2012-2013** and will be increased by an amount equal to **80% of** CPI for 2008-2009, 2009-2010, 2010-2011 and 2011-2012 **2013-2014 and 2014-2015** per class.

5. Insurance

A. Life insurance with a double indemnity rider shall be carried by the Board on each teacher. The face amount carried shall be one hundred thousand dollars (\$100,000). **Employees are responsible for IRS tax liability for any additional amount beyond established annual threshold.**

If a minimum of six (6) employees agree to purchase additional term-life insurance, the District will offer a plan for optional additional term-life insurance with premiums to be paid solely by the employee through paycheck deduction in ten thousand dollar (\$10,000) increments, up to an additional five hundred thousand dollars (\$500,000) over and above District paid insurance described above in this section.

B. Full coverage in group hospitalization, surgical, and major medical insurance shall continue in accordance with the plan entered into with Blue Cross/Blue Shield Company and commonly known as the PP03 Plan. ~~A preventative health benefit of up to one thousand dollars (\$1,000) per covered person shall be added as of July 1, 2007.~~ **An unlimited preventative health benefit shall be provided.** However, the Board may enter into a plan with any carrier so long as the coverage and service to the members of the bargaining unit do not decrease. Prior to any change by the Board of an insurance carrier and prior to any changes in coverage or benefits, an ad hoc committee composed of members appointed by the Union and the Board shall be formed to evaluate the coverage, services and costs of another carrier.

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

- C. Each teacher electing to participate in the District's group hospitalization plan ("Plan") shall contribute toward such coverage in accordance ance with the following provisions:

~~1. For the 2007-2008 School Year~~

~~Each teacher electing single coverage shall contribute fourteen percent (14%) not to exceed \$61.07 per month through monthly payroll deductions.~~

~~Each teacher electing family coverage shall contribute fourteen percent (14%) not to exceed \$191.80 per month through monthly payroll deductions.~~

~~2. For the 2008-2009 School Year~~

~~Each teacher electing single coverage shall contribute fifteen percent (15%) not to exceed \$70.67 per month through monthly payroll deductions.~~

~~Each teacher electing family coverage shall contribute fifteen percent (15%) not to exceed \$221.94 per month through monthly payroll deductions.~~

~~3. For the 2009-2010 School Year~~

~~Each teacher electing single coverage shall contribute fifteen percent (15%) not to exceed \$76.32 per month through monthly payroll deductions.~~

~~Each teacher electing family coverage shall contribute fifteen percent (15%) not to exceed \$239.69 per month through monthly payroll deductions.~~

~~4. For the 2010-2011 School Year~~

~~Each teacher electing single coverage shall contribute fifteen percent (15%) not to exceed \$82.43 per month through monthly payroll deductions.~~

~~Each teacher electing family coverage shall contribute fifteen percent (15%) not to exceed \$258.87 per month through monthly payroll deductions.~~

~~5. For the 2011-2012 School Year~~

~~Each teacher electing single coverage shall contribute sixteen percent (16%) not to exceed \$94.96 per month through monthly payroll deductions.~~

~~Each teacher electing family coverage shall contribute sixteen percent (16%) not to exceed \$298.21 per month through monthly payroll deductions.~~

~~All increases are capped at an eight percent (8%) increase over the Board's cost for the prior year.~~

**For the 2012-2013 School Year**

**Each teacher electing single coverage shall contribute sixteen percent (16%) not to exceed \$102.56 per month through monthly payroll deductions.**

**Each teacher electing family coverage shall contribute sixteen percent (16%) not to exceed \$322.07 per month through monthly payroll deductions.**

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**For the 2013-2014 School Year**

**Each teacher electing single coverage shall contribute seventeen percent (17%) not to exceed \$117.69 per month through monthly payroll deductions.**

**Each teacher electing family coverage shall contribute seventeen percent (17%) not to exceed \$369.58 per month through monthly payroll deductions.**

**For the 2014-2015 School Year**

**Each teacher electing single coverage shall contribute seventeen percent (17%) not to exceed \$127.11 per month through monthly payroll deductions.**

**Each teacher electing family coverage shall contribute seventeen percent (17%) not to exceed \$399.15 per month through monthly payroll deductions.**

All increases are capped at an eight percent (8%) increase over the Board's cost for the prior year.

*RATIONALE: Even in light of accepting a hard freeze in the first year of the Agreement, the Union has also accepted increasing the insurance premium cap by 8% which will come directly out of the teachers' pockets.*

- D. The District will ~~implement~~ **provide** a flex benefit plan which, at a minimum, will permit teachers to pay their contributions toward hospitalization and dental coverage on a pre-tax basis, and which will allow each teacher to allocate up to \$5000 **monies** into a child care flexible spending account and \$5000 into a health care flexible spending account **in compliance with the Internal Revenue Code.**
- E. In the event a teacher elects not to participate in the District's health insurance plan, the Board shall ~~purchase a tax-sheltered annuity~~ **contribute a maximum** of four thousand dollars (\$4,000) **into the employee's 403(b) plan account with a vendor approved for use under the District's 403(b) plan. The Board will provide the payments described in this paragraph only for the contract year in which an employee declines to participate in the District's health insurance plan, and the District will make these payments in installments payable on the District's regular payroll schedule. An employee must be employed by the District at the time of the particular installment payment in order to receive it, and the District will provide a pro-rated payment amount based on the number of days worked to employee that begin or separate their employment between payroll dates. The District will provide the Union with a list of approved vendors.**
- F. The Board shall contribute up to ~~twelve dollars (\$12.00)~~ **twenty-four (\$24.00)** per month for each teacher toward the premium for a dental plan, which plan is to provide for a maximum coverage of ~~one thousand dollars (\$1,000)~~ **two thousand dollars (\$2,000)** on an 80-20 basis and a deductible of one hundred dollars (\$100).

6. **Lateral Movement** (BOE)

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

Lateral movement on the salary schedule is to be effective at the beginning of any semester following the completion of the required number of hours and written notification of the same to the Superintendent. For lateral movement to the right of the Master's lane, graduate hours must be hours not used earning the Bachelor's or Master's degree, and must be labeled graduate, or graduate student-at-large, by the school in which they are earned, or if such hours are labeled "undergraduate" they must be a prerequisite for a prescribed course of study for an advanced degree. However, graduate hours that were used to move to the BA+15 lane may also be used for lateral movement to the right of the Master's lane provided such hours were not used in attaining the Bachelor's or Master's degree. All courses for advanced lateral movement must be approved by the Superintendent.

**7. Credit Hours (BOE)**

MA+30/MSW, CAS and Ph.D. (MA+60) lanes are provided in the salary schedule to encourage teachers to advance beyond the Master's degree. The application of these provisions after January 31, 1971, will be administered as follows:

Teachers shall be placed on the applicable lane beyond the Master's degree when they have provided official transcripts, which include credit beyond the Master's degree. Courses must be in the teacher's area of specialization or in areas which the teacher may be able to use in his/her classes or for additional certification. In the event the teacher takes courses of the latter type, the teacher shall submit such courses to the Superintendent prior to the commencement of such courses. The Superintendent may request the teacher to submit a rationalization for the taking of courses outside his/her field of specialization.

In the event of disagreement between the teacher and the Superintendent, a committee consisting of two (2) teachers, a member of the Board, and the Superintendent, shall evaluate these courses in terms of their appropriateness. Any teacher wishing to apply for placement in the Master's degree plus columns shall submit the following:

Date the Master's degree was awarded.

Official transcript of graduate credits earned beyond the Master's degree. These credits must be labeled graduate by the school in which they are earned.

**8. Credit for Experience (BOE)**

Beginning with the effective date of this Agreement, experience for outside teaching at an accredited school shall be allowed at the rate of full credit for the first eight (8) years and half credit for the next ten (10) years, for a maximum allowance of thirteen (13) years.

In determining placement on the salary schedule, a fractional part of a full year of experience will not be credited. Teachers employed during the school year will advance to the next Step of they work at least one (1) full semester.

Experience credit for military service is limited to a maximum of two (2) years. In no case shall experience for teaching and military service exceed the maximum of thirteen (13) years of credit.

**9. Longevity Step**

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Longevity Schedule**

A teacher on the MA, MA+30, MA+30/MSW, CAS, MA+60/Ph.D. lanes beyond Step 18 shall receive compensation in addition to the salary schedule. In ~~each year of the contract~~ **the second and third years of the contract**, 2007-2008 through 2011-2012 **2013-2014 and 2014-2015**, ~~this~~ **increase to** steps/years of service by one-half of the percentage increase in the CPI used for the Tax Cap, not to exceed a maximum increase of **shall be** 2%.

**10. Retirement Benefits (BOE)**

The parties agree that they will make a coordinated effort to: 1) inform teachers and administrative staff about any changes or modifications to Teachers' Retirement System ("TRS") rules and regulations; and 2) educate teachers about their options under the contract.

A voluntary retirement program will be available to teachers who qualify for retirement benefits under the Illinois Teachers' Retirement System. The Board and the Union agree that the voluntary retirement program shall consist of the following:

**A. Early Retirement — Teachers That Are Both Under 35 Years Of TRS Creditable Service And Under Age 60**

Teachers requesting early retirement must notify the Superintendent in writing by October 1<sup>st</sup> each year of this Agreement. The Board then agrees as follows:

1. For any teacher for whom the provisions of law require the Board to pay an early retirement penalty to TRS, the Board shall make such payment. The teacher shall be responsible for his or her portion of the early retirement penalty to TRS.
2. The Board shall report to TRS the teacher's accumulated and unused sick leave.
3. The Board may cap the number of teachers who participate in early retirement under this Section to 10% of those who apply for early retirement in a year, rounded to the nearest whole number (no less than one), by seniority. This 10% cap may be imposed each year. If such a cap is imposed, only teachers who fall within the 10% cap will be entitled to participate in early retirement according to seniority and eligibility. Teachers who do not fall within the 10% cap may apply for early retirement in the following year if they choose. In any given school year the Board, in its sole and non-reviewable discretion, may permit additional retirees (in excess of the maximum number specified above), provided however, that such permission shall not be deemed to create a past practice, pattern or precedent.
- ~~4. Teachers taking early retirement shall be eligible for the benefits set forth in Section B. 1. below.~~

**B. Regular Retirement – Teachers That Have 35 Years Of TRS Creditable Service Or At Least 60 Years Of Age**

Teachers requesting regular retirement must notify the Superintendent in writing by October 1<sup>st</sup> each year of this Agreement. The teacher's notice may be provided up to four (4) years prior to retirement, including the year that notice is given. The Board then agrees as follows:

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

1. Upon submission of irrevocable letter of retirement, the teacher will be removed from salary (and longevity) schedule and the Board will pay the teacher a salary equal to a 6% increase over prior year's TRS credible earnings inclusive of compensation for extra-pay duties, for a maximum of four (4) years. Teachers who performed extra-pay duties in the base year (*i.e.* the year prior to submitting the irrevocable letter) shall agree to continue to perform the same level of extra-pay duties, unless good cause is shown. The Board shall not compel a teacher to perform more extra pay duties than in the base year. If a teacher does not perform an extra-pay duty in a year in which he or she would receive a 6% increase, the teacher's TRS credible compensation will be reduced pro rata. The parties agree that the Board shall not pay increases of greater than 6% of teacher's prior year's TRS credible earnings.
2. In addition, the teacher will receive \$4,000 for each year of retirement notice provided for a maximum of four (4) years (*i.e.* four (4) years' notice:  $\$4000 \times 4 = \$16,000$  max) as a lump sum retirement incentive after the teacher's final paycheck for regular earnings and the teacher's last day of employment, to be paid by December 31 of the year of retirement. Such contribution will be made as a non-elective contribution to the teacher's 403(b) account. In the event a teacher's retirement causes the District to incur any TRS penalty, he or she would be ineligible for an amount of the post-retirement contribution not to exceed the amount of the penalty imposed by TRS. The teacher would still be eligible for the remainder of any post-retirement contribution, if any. The teacher will remain eligible for the entire post-retirement contribution if he or she does not cause the District to incur any TRS penalty.
3. The Board shall report to TRS the teacher's accumulated and unused sick leave.

<b>Article IX – Duration</b>
------------------------------

This Agreement shall be effective August 1, 2007 **2012** and until the 31<sup>st</sup> day of July 2012 **2015**. This Agreement shall be renewed automatically from year to year thereafter unless either party shall notify the other in writing no earlier than March 15, 2012 **2015** and no later than April 15, 2012 **2015** that it desires to modify, change, amend, or terminate this Agreement. In the event of such notice to modify, change, amend, or terminate this Agreement, negotiations shall begin no later than thirty (30) days thereafter, or on such other date as the parties may agree. This Agreement shall remain in full force and effect during the period of negotiations, and negotiations will continue during the summer months, if necessary, to reach agreement.

<b>TENTATIVE AGREEMENTS</b>
-----------------------------

*The following items are provisions in the Agreement which have been tentatively agreed upon by the parties including the date on which the parties signed the tentative agreement (TA).*

**Article I. 2. Union Announcements (TA 4.18.2012)**

The Union shall have a place on the agenda of regularly scheduled Board meetings, provided it gives notice to the Superintendent before the agenda is made up for such meetings. The Union shall have a place at the end of faculty meetings and institutes for brief announcements, **provided the Union President provides a twenty-four (24) hour advance minimum notice.** Agenda and current minutes of Board meetings shall be placed in the Union President's mailbox as soon as they are available.

**Article I. 3. Policy Changes (TA 5.11.2012)**

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

No changes in salaries, wages, or working conditions of teachers, not covered by this Agreement, shall be made without prior written notice to the Union President and full negotiations with the Union.

**Article I. 5. Non-Discrimination** (TA 5.11.2012)

In the application of the terms and conditions of this Agreement, the Board and the Union agree not to discriminate against any teacher on the basis of race, ~~color, creed, religious belief,~~ **religion, sex, national origin, age, disability, military or veteran status,** marital or **civil union** status, nationality, ~~sex,~~ sexual orientation, ~~age (as provided pursuant to the Age Discrimination in Employment Act of 1967, as amended),~~ **gender identity, other legally protected characteristics or conduct,** or membership in the Union or any professional association.

**Article I. 10. Dues Deduction and Fair Share** (TA 4.18.2012)

A. Dues Deduction

Upon receipt of a written authorization from a teacher, pursuant to and in compliance with the provisions of ~~ch. 122, Ill. Rev. Stat., 24-21.1~~ **115 ILCS 5/11,** the Board agrees to deduct the regular monthly union dues of such teacher from his pay and remit such deduction within ten (10) days to the official designated by the Union in writing to receive such deductions. Dues deduction will be ongoing unless written withdrawal authorization is received from the member of the bargaining unit.

**Article II. 1. Duplicating Facilities and Equipment** (TA 5.11.2012)

- A. The Union will have the reasonable use, without cost, of duplicating equipment, mail boxes, and telephones ~~(provided long distance calls other than Chicago must have prior approval and be paid for by the user)~~ for the conduct of its business, provided there is no interference with or disruption of the educational program. The Union will select teachers who are competent in the operation of said equipment.
- B. The Board shall provide a ~~typewriter~~ **computer with printer and internet access** and a file cabinet in the faculty lounge for the use of the Union. **The cost of printer paper and toner cartridges shall be borne by the Union.**
- C. The Board shall provide clean and comfortable teachers' lounges for teachers' use only. Work space shall be provided in the faculty lounge for as many teachers as possible during their preparation period. A telephone shall be provided.
- D. Safe and healthful conditions shall be maintained throughout the school.
- E. ~~Vending machines~~ **A vending machine** shall be provided in the faculty lounge. Income from these machines shall be paid into an account for the sole use by the Union for its ~~social programs~~ **scholarships for Argo High School students.**
- F. ~~Expenses and losses associated with the vending machines shall be borne by the Union.~~

**Article II. 3. Distribution and Costs of the Agreement** (TA 4.18.2012)



**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

The Union shall be responsible for the final preparation of this Agreement and ~~The Board shall provide each teacher a copy of this Agreement.~~

**Article II. 4. In-House Substitution (TA 5.11.2012)**

The Board of Education and the Union agree that quality instruction is enhanced when substitutes are experienced and familiar with our students and curriculum. Teachers shall not be required to assume the responsibilities of absent teachers except in emergencies. ~~If all available certified staff and substitutes in the building refuse to accept the responsibility of an absent teacher, then administrative choice will prevail.~~ Administrative choices shall be rotated, as equitably as possible, among the available certified staff. No teacher shall be required to substitute where the substitution would result in more than five (5) consecutive classes; nor shall a teacher be required to substitute during his/her lunch period.

In implementing this Section, the Administration will adhere to the following procedure for any teacher absence of one school day or less:

- A. request a teacher on I.D.E. in the absent teacher's department or the Department Chairperson to voluntarily accept the class;
- B. request teachers on I.D.E. in any department;
- C. request counselors to assume the class;
- D. attempt to obtain an available outside substitute;
- E. request the Department Chairperson of the absent teacher if it is his/her I.D.E. period;
- F. request an available administrator to assume the class;
- G. require a teacher/administrator, by rotations and if on I.D.E. or otherwise available.

In implementing this Section, the Administration will adhere to the following procedure for any teacher absence in excess of one school day:

- A. attempt to obtain an available outside substitute;
- B. request a teacher on I.D.E. in the absent teacher's department or the Department Chairman Chairperson to voluntarily accept the class;
- C. request teachers on I.D.E. in any department;
- D. request counselors to assume the class;
- E. request the Department Chairman Chairperson of the absent teacher if it is his/her I.D.E. period;
- F. request an available administrator to assume the class;
- G. require a teacher/administrator, by rotations and if on I.D.E. or otherwise available.

In all circumstances, where a substitute teacher is required, the Administration shall have the discretion to choose amongst all available options if the established process does not meet

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

the needs of the students or interferes with the operations of the District.

**Article II. 5. Notification of Absences** (TA 5.11.2012)

Provided that a suitable recording device or other similar mechanism is installed, teachers will call the recording device or notify the secretary designated to coordinate substitutes by 7:00 ~~6:30~~ a.m. on the day of absence except in cases of emergency. Whenever possible, teachers shall notify the school on the day prior to such an absence.

**Article II. 7. Summer School** (TA 5.11.2012)

- A. Available teacher employment opportunities in the Summer School Program shall be posted as soon as possible.
- B. Teachers desiring Summer School employment shall submit their applications on forms supplied by the administration **Administration** within two weeks of distribution of the forms by the District. ~~Teachers who plan to return to the District for the next school year shall be given preference for Summer School employment.~~ **Current employees shall be given preference for Summer School employment.**

~~Article II. 24. Special Education~~ (TA 4.18.2012 – strike in its entirety including addendum)

~~See Addendum.~~

**Article II. 9. Assaults on or by Teachers** (TA 8.22.2012)

- A. ~~A.~~ Teachers shall report immediately in writing to the principal all cases of assault and/or battery suffered by them in connection with their employment.
- B. ~~B.~~ The report shall be forwarded to the Board, or its designee, which shall comply with requests from the teacher for information in its possession relating to the incident or persons involved; the Board or its designee shall also act in appropriate ways as among the teacher, police and the courts.
- C. ~~If criminal or civil proceedings are brought against a teacher alleging that he/she committed an assault and/or battery in connection with his/her employment, such teacher shall have legal assistance as may be required by the Illinois School Code.~~ **The Board agrees to indemnify and protect teachers against all claims and suits, including legal defense thereof, when damages are sought for acts that are committed by the teacher within the scope of his/her employment or under the direction of the Administration or Board.**
- D. ~~Whenever a teacher is absent from school as a result of personal injury caused by an assault and/or battery arising out of, and in the course of his/her employment, he/she shall be paid his/her full salary for the period of such absence for up to one (1) school year without having such absence charged to the annual sick leave or accumulated sick leave. Any amount of salary payable/pursuant to this Section shall be reduced by the amount of any workmen's compensation award for temporary disability due to the assault and/or battery injury for the period from which such salary is paid. The benefits of this Section shall not be available to any teacher if such personal injury is caused by willful provocation of the teacher.~~

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Article II. 13. Changes in Extracurricular Positions (TA 8.22.2012)**

Individual teachers who have positions which provide compensation in addition to the rates provided in the basic salary schedule shall retain such positions from year to year unless otherwise notified in writing, with reasons given, at least sixty (60) days prior to the end of the school year, except that positions performed during the Spring will have a notification date of June 1. Teachers so relieved who disagree with such reasons shall have the right to invoke the grievance procedure up to, but not beyond, the Board level. Grievances alleging procedural breaches of this Section shall be arbitrable.

A teacher who fails to return a contract for an extracurricular position for the next school year within two weeks of receiving the contract shall forfeit such position.

New teachers may be required to participate in extracurricular activities for no more than ~~three (3)~~ **five (5)** years.

Extracurricular work will first be posted for application by members of the bargaining unit before being made available to non-bargaining unit personnel.

**Article II. 14. Teacher/Administration Disagreement (TA 8.22.2012)**

During a teacher/administration disagreement, the teacher and/or administrator shall have the right to the presence of a consenting third party staff member of each individual's choice **who is an elected official of the Argo High School Council. The administrator shall have the right to the presence of an administrator of his/her choice.**

**Article II. 17. Reduction-in-Force Procedure Layoff Procedure (TA 8.22.2012)**

~~In reductions in force of teaching personnel~~ **If the Board determines to reduce the number of teachers employed**, the following procedure shall apply:

**A. Procedure**

- ~~1. Non-tenured teachers, as defined in Section 24-12 of The School Code of Illinois, shall be laid off first provided that there is a tenured teacher qualified for the position held by the non-tenured teacher.~~

**Layoff and recall of teachers that occur during the term of this Agreement will be in compliance with Section 24-12 of the Illinois School Code (105 ILCS 5/24-12) and the provisions of this section.**

**A Joint Committee for Layoffs and Recalls ("Joint Committee"), as defined within Article 24 of the Illinois School Code, shall meet before December 1, 2012, and at least annually thereafter during the term of this Agreement. The Joint Committee shall be composed of a maximum of ten (10) members, with half of the membership representing the Board, and half representing the Union. The appointments shall be made by October 1 of each school year, with the appointees serving from October 1 through the following September 30. The Joint Committee shall be charged with addressing the matters set forth in 105 ILCS 5/24-12(c), paragraphs (1) through (5), as hereafter amended. Any agreements reached by the Joint Committee must be approved by the affirmative vote of at least six (6) members.**

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

- ~~2. If it becomes necessary to lay off tenured teachers in any department and subject to such prior transfers or reassignments as the Board may make, such layoffs shall be based on length of continuous service in the District.~~

By no later than March 1 of each school term, the Superintendent shall consult with the Union President to develop a list establishing the sequence of honorable dismissals in any layoff in accordance with the positions and groupings required by Section 24-12(b) of the Illinois School Code. The Superintendent shall complete the list and provide the Union President with a copy no later than seventy-five (75) calendar days before the end of the school term. Thereafter, the Superintendent shall promptly inform the Union President of any changes in the list made between the time of consultation with the Union President and any layoff action taken by the Board, but in any event by no later than forty-five (45) days before the end of the school term. In addition to the sequence of honorable dismissals list, the Board will provide the Union with a list of teachers employed by the District ranked by seniority alone ("seniority list") within the same time frame as specified above.

If the Board deems it necessary to layoff teachers, teachers to be honorably dismissed shall be chosen from among those teachers in the same position in accordance with their statutory grouping, with those in the lower groupings being removed before those in higher groupings. Within Group 1 (teachers who have not attained tenure and have not receive a performance evaluation rating prior to forty-five [45] calendar days before the end of the school term), teachers may be honorably dismissed in any order determined by the Board. Within Group 2 (teachers with a Needs Improvement or Unsatisfactory summative performance evaluation rating on either of their last two [2] summative ratings), teachers with a lower average rating on their last two [2] summative ratings (or their last rating if only one is available) shall be honorably dismissed before teachers with a higher average rating. For purposes of calculating an average rating within Group 2: Excellent = 4; Proficient/Satisfactory = 3; Needs Improvement = 2; and Unsatisfactory = 1. Among teachers with the same average rating in Group 2 and teachers in Groups 3 and 4, less senior teachers shall be removed before more senior teachers.

Teachers honorably dismissed as a result of layoff and entitled to recall pursuant to Section 24-12 of the Illinois School Code shall be notified of recall by regular mail and certified or overnight mail showing proof of delivery to the teacher's last known address with a copy to the Union President. It is the teacher's responsibility to inform the District of his/her correct mailing address. A recalled teacher shall have fifteen (15) calendar days to inform the District that he/she accepts the position. Teachers who do not accept a position shall be stricken from the recall list.

The District shall keep all summative evaluations for each teacher in the teacher's personnel file.

**B. Seniority Calculation**

For purposes of calculating full-time continuous service in the District, the following will be applied:

1. Teachers will receive full credit for each full year of full-time service.
2. Teachers working all year on a part-time assignment will receive credit for each such year on a full-time equivalency (F.T.E.) basis.

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

3. Teachers working for less than a full year will receive credit for such partial year on an F.T.E. basis with ~~one hundred eighty (180)~~ **the contractually agreed upon number of school** days accepted as the number of work days in a full school year.
4. Seniority Credit will not be awarded to a teacher during any time he/she was on an unpaid leave of absence. If a teacher was on an unpaid leave of absence, for a part of a year, a F.T.E. calculation will be made for the portion of year the teacher was employed.
5. Seniority Credit will be extended on a F.T.E. basis to teachers while on any leave for which they receive pay from the District.
6. Seniority Credit will begin accruing on the first day of service. An interruption in service for any reason other than for a Board-approved leave of absence will terminate seniority. If a teacher in such a case is later re-employed, seniority will begin accruing on a first-year basis. Teachers on layoff will retain their Seniority Credit during the statutory layoff period.
7. Conflicts between or among teachers with identical seniority shall be resolved first on the basis of the date the teacher signed the contract, second on the first date of employment, and finally, by the date the Board approved employment.

Article II. 23. **Job Sharing** (TA 8.22.2012)

~~A tenured teacher may request to participate in a district job-sharing arrangement. Job-sharing arrangements may continue from year to year provided that the teacher requests and the Board approves an annual extension, and further provided that a job-share is not split between two (2) school years.~~

~~A teacher in a job-sharing position may return to full-time employment only at the beginning of a school year, provided he/she has notified the District in writing of his/her desire to do so prior to February 1.~~

~~The responsibilities of an assignment by two (2) job sharers may be divided according to a plan designed by the job sharers, with the concurrence of the Superintendent or his designee. This plan will include, but not be limited to, teaching responsibilities, substitution procedures, schedule of work hours and/or days, and attendance at staff meetings, District meetings, parent conferences, and field trips.~~

~~Participants in job-sharing positions will be placed appropriately on the teachers' salary schedule. Teachers in job-sharing positions will receive salary step movement following the accumulation of the equivalency of one year of full-time service.~~

~~Participants in job-sharing positions will receive a prorated amount of insurance and leave benefits. Contributions to the Teachers' Retirement System will be proportionate to the time served and salary earned.~~

~~During the period of time spent in a job-sharing position, seniority credit of the teacher (s) will accrue in proportion to the time worked.~~

~~The application and proposed plan for a job-share must be submitted to the Superintendent or his designee and a copy to the Union President by February 15, preceding the school year for which the job-share is requested.~~

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

Participation in the program will not affect tenure.

~~The decision of the Board to grant or not to grant a job share may be grieved up to and including Step 3 but may not be appealed to arbitration.~~

The parties agree that job-sharing proposals shall be governed by the following provisions:

- A. Definition. Job sharing is defined as a voluntary program providing two (2) tenured teachers the opportunity to share one full-time equivalent teaching position.
- B. Application Procedure. Teachers who wish to job share shall submit an application and proposed plan for a job sharing leave to the Superintendent by February 1 of the school year prior to return. The responsibilities of an assignment by the participants may be divided according to a plan designed by the participants, with the concurrence of the principal(s). The job sharing plan shall include, but not be limited to, division of teaching responsibilities, schedule of work hours and/or days, substitution procedures, attendance at staff meetings, institute days, in service days, District meetings, open houses, parent conferences, field trips, and other teaching responsibilities. The Board of Education, at its discretion, may approve the job share application upon the recommendation of the Superintendent.
- C. Salary. Salaries for participants in job sharing positions shall be pro-rated according to the time worked. Contributions to the Teachers' Retirement System shall be pro-rated according to the time worked.
- D. Length of Leave. The length of a job sharing leave shall be for one (1) school year and may be extended by the Board if another request to renew is made by the participants in accordance with Paragraph 20.B. Participants in job sharing positions shall be considered on a leave of absence for that portion of the school work hours and/or days that they are not working. In the event one participant cannot complete a job sharing plan due to illness or other emergency, the remaining participant shall have the option of completing the plan as a full-time teacher. If the participant declines and a part-time substitute cannot be retained, the Board retains the right to terminate the plan and hire a full-time substitute. The participants shall be placed on an unpaid leave of absence for the remainder of the school year.
- E. Attendance at Required Meetings. The participants are required to attend institute days, in service days, parent-teacher conferences and open houses.
- F. Seniority. Teachers participating in the job sharing program as set forth in this section shall accrue seniority in proportion to the time worked. The parties agree that a tenured teacher's participation in an approved job sharing program will not affect the teacher's tenure status.
- G. Leave Benefits Availability. Participants in job-sharing positions will receive a prorated amount of leave benefits.
- H. Return from Leave. Participants in a job-sharing program shall submit written notice of their intent to return to full-time employment by February 1. Upon return to full-time employment, the teacher(s) shall be returned to his/her former position, if such position exists, or to a comparable position for which he/she is qualified.

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Article II. 24. Professional Dress**

All teachers are expected to dress in a professional manner. It is the intent of the Board that faculty present themselves to the school community in a manner which enhances their professional position and models appropriate attire for success to students. Clothing should be neat, clean, in good repair and shall be appropriate for on the job appearances and responsibilities at all times.

**Article III. 2. Family and Medical Leave Policy (TA 4.18.2012)**

~~The District's Family and Medical Leave Policy is attached as Appendix B.~~ Board policy shall comply with the Family and Medical Leave Act of 1993 or as amended.

**Article III. 5. Personal Business Leave (TA 4.18.2012)**

Teachers will be granted two (2) personal leave days annually with pay pursuant to the following terms and conditions:

- A. Notice must be given to the Superintendent or his designee in writing by 3:00 p.m. of the second school day preceding the date the leave is to commence. Written notice may be dispensed with in emergency situations, but a written explanation must be delivered to the Superintendent or his designee upon the teacher's return from leave.
- B. Personal business leave may not be taken except to attend to business which cannot be transacted except during school hours.
- C. Personal business leave may not be taken during the first or last week of school, nor immediately before or after a holiday or vacation, except in event of an emergency.
- D. Personal business leave days not used in any particular year shall be added to cumulative sick leave; however, such unused personal business days added to sick leave accumulation may be used in subsequent years as additional personal business leave days in the event of an emergency.

**Article III. 10. Workers' Compensation (TA 5.11.2012)**

When a teacher is eligible to receive both Workers' Compensation temporary disability benefits and has available sick days or personal days provided under this Agreement, he/she may elect:

- a. to receive only Workers' Compensation, in which case he/she shall receive no salary or benefits from the District and shall not be charged for sick leave or personal days; or
- b. to continue receiving a full regular paycheck/salary, by using sick leave days or personal days from the District. If the teacher chooses to use his/her District leave days, he/she shall submit monies received from Workers' Compensation to the District and, in exchange, the District shall charge to the teacher's sick leave one-half (1/2) day of leave time per day to the extent of leave time available. After sick leave days are exhausted,



**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

personal days may be used on the same basis. The decision to use leave days must be made when it is evident that a payment is forthcoming from Workers' Compensation.

In no event shall any teacher receive more than his/her normal rate of pay as a result of illness, injury or disability.

**Article IV. 1. Posting for Positions (TA 5.11.2012)**

- A. All vacancies, openings for promotion and/or new positions and positions paying salary differentials shall be published by a notice given to the Union President before active recruitment is begun.
- B. Such notice shall clearly set forth the specifications, qualifications, compensation and certification/licensure and any and all other requirements of the position as afforded under Section 24 – 1.5 of the Illinois School Code.

**Article IV. 2. Non-Tenured Teacher Discharge and Non-Renewal (TA 5.1.2012)**

If the Board declines to rehire a fourth year non-tenured teacher, notifies such teacher of pending discharge, or does discharge such teacher, the teacher affected shall have the right to file a grievance at the third step, but such grievance shall not be arbitrated.

**Article V. 1 Evaluation (TA 8.22.2012)**

~~Non-tenured teachers may be evaluated at any time during the school year, provided that such teachers shall be evaluated at least once during the first half of the school year. The final evaluation report shall be made before a recommendation is presented to the Board by the Administration with respect to the retention or non-retention of the teacher.~~

~~The formal evaluation procedure prior to any evaluation presentation to the Board for tenure purposes shall consist of at least two (2) visitations by an administrator per school year. These visits shall be made before a preliminary written evaluation can be drawn up. Within two (2) weeks after the evaluator has carried out his/her series of visits, a conference shall be held with the teacher (he/she may have Union representation) and a copy of the preliminary written evaluation presented to him/her for discussion purposes. At this time recommendations will be made and assistance offered, if any is needed, to correct any deficiencies. The teacher will initial the preliminary evaluation report, though initialing implies neither agreement nor disagreement with the report. Within a reasonable time after such conference, a final evaluation report will be made, a copy of which shall be given to the teacher. The final evaluation report shall be the official report and shall be entered into the teacher's personnel folder.~~

~~No teacher shall be refused tenure status unless the above evaluation procedure has been substantially followed and every reasonable effort has been made by the administration to assist the teacher to improve, with which efforts the teacher shall cooperate. The above evaluation procedure shall apply to non-tenured teachers only.~~

~~The use of eavesdropping, public address or audio systems, and other surreptitious surveillance devices is prohibited.~~

~~The procedural aspects of the teacher evaluation process and specifically the timeliness and other procedures set forth under "Professional Staff Evaluation Process" on pages 13-18 of the ACHS~~



**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Certified** Staff Evaluation Plan are a part of this incorporated into the Agreement and are, therefore, subject to the grievance and arbitration provisions of this Agreement; however, the parties recognize and agree that no other part of the **Certified** Staff Evaluation Plan, including the criteria for evaluation and the ratings, is incorporated into this Agreement.

~~The preceding paragraph notwithstanding, the Board and Union recognize that Article 24A-4 of the Illinois School Code requires that the teacher evaluation plan, including any substantive revision thereto, is to be developed in cooperation with the Union. Therefore, any revision of the teacher evaluation plan which was in effect at the beginning of the 2006-2007 school year may take place only if and after it has been developed cooperatively by a committee of Board and Union representatives. Should such committee be established, the composition of the Union representation shall be at the discretion of the Union. Any subsequent revision of the evaluation plan could only be done in cooperation with the Union in the same manner.~~

**Article V. 2. Personnel Records (TA 4.18.2012)**

- A. Only one official file shall be kept for each teacher. Unless legally required, a teacher's official file shall not be removed from the building. A teacher shall be given allowed to make copies of all material placed in his/her file which is not restricted by law. The District will provide the initial set of file copies to the teacher at no cost to the teacher. Additional copies shall be at the teacher's expense. The teacher shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the material to be filed and does not necessarily indicate agreement with its content. In the event that the teacher refuses to sign the copy to be filed, a notation to that effect should be placed in the file by the appropriate administrative officers. The teacher shall have the right to answer any material filed and his/her answer shall be attached to the file copy.
- B. Upon appropriate request by the teacher, and in accordance with Paragraph A, he/she shall be permitted to inspect, copy or reproduce anything in his/her file except the following: credentials provided by teacher placement offices and letters of recommendation solicited by the teacher or the Board.
- C. Upon request of either the Superintendent or the teacher, outdated, unnecessary, or inappropriate materials shall be removed, but only with the written consent of both parties.

**Article V. 3. Complaints Against a Teacher (TA 5.11.2012)**

- ~~A. In the event that accusations are made against a teacher, the name or names of the accuser must be made available to the teacher. If the complaint is brought to the teacher's attention by the recipient of the complaint, the teacher may request a meeting with the accuser and the teacher's immediate supervisor and/or any other administrator, and at that meeting the teacher may have a Union representative. If such a meeting is denied a teacher or the accuser refused to have such a meeting, the complaint or accusation shall not be part of the teacher's record.~~
- A. Complaints regarding a teacher upon which disciplinary action may occur shall be reported to the teacher. In the event a meeting is necessary to discuss such complaint, the teacher may be accompanied by a Union representative, if the teacher so requests.**

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

- B. Any complaint raised regarding a teacher that may be encompassed by the Illinois Abused and Neglected Child Reporting Act (ANCRA) shall be processed in accordance with the provisions of the Act.
- B. C. Anonymous complaints or criticisms will not be used to discipline any teacher. No teacher shall be required to respond to any anonymous complaint or criticism.
- C. D. Complaints under this Section will not be discussed by the Board, Administration, the Union or Union Representative with the press or with uninvolved third parties without the consent of the teacher, provided that this Section shall not prevent the Board from adopting motions, resolutions or otherwise taking public action which may otherwise be required or permitted by law.

**Argo High School Council, West Suburban Teachers Union,  
Local 571, IFT-AFT/AFL-CIO**

**FINAL OFFER – September 5, 2012**

**Cost Out of Union's Final Financial Offer (Salary and Retirement Benefits)**

*(These figures are based on salary and retirement information provided  
by the BOE in January 2012 [scattergram].)*

This table represents total expenditures NOT including the retirement of individuals in the retirement pipeline. In other words, this assumes that these teachers will continue to be employed when these teachers will actually be retiring in 2013, 2014 or 2015. Therefore, this is an **overinflated** representation of total expenditures.

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Prior Year Total Salaries	10,882,667.49	11,032,904.70	11,432,687.14
Base Increase %	0.00%	0.00%	2.40%
Total Salaries	11,032,904.70	11,432,687.14	12,027,745.67
\$ increase from Prior Year	150,237.21	399,782.44	595,058.53
% Increase from Prior Year	1.38%	3.62%	5.20%

This table represents the **ACTUAL** expenditures by including the retirement of individuals scheduled for retirement in 2013, 2014 or 2015 and replacing retired teachers with a new teacher at a lesser cost. The Union's acceptance of a hard freeze in the first year of the contract actually suggests an overall decrease in expenditures for teachers' salaries for the 2012-2013 school term.

Prior Year Total Salaries	10,882,667.49	10,711,653.86	10,934,978.60
Base Increase %	0.00%	0.00%	2.40%
Total Salaries	10,711,653.86	10,934,978.60	11,063,045.36
\$ increase from Prior Year	-171,013.62	223,324.74	128,066.76
% Increase from Prior Year	-1.57%	2.08%	1.17%

## **Argo Community High School District 217 2012 Community Survey**

### **Executive Summary**

In February-March, 2011, UNICOM•ARC conducted a telephone survey of resident households in Argo Community High School District 217. The purpose of the survey was to better understand area residents' perceptions of and priorities for the District.

Five hundred (500) surveys were completed. This Executive Summary outlines key findings of the survey. Complete results of every question asked in the survey are included elsewhere in the final report document.

#### **Perceptions of the District**

Respondents generally gave high marks to the District and its performance in a number of areas. Respondents generally graded the District more highly (54.0%, A-B) than they did schools in the suburban Chicagoland area (45.6%, A-B). Respondents were somewhat more likely to give higher marks to their local elementary districts (62.0%, A-B).

When asked to rate the job performance of various District staff and officials, majorities of respondents gave high marks to each. More than seven in ten (72.8%) respondents rated District teachers "excellent" or "good," and more than three in five respondents gave excellent/good marks to the high school principal (65.4%), superintendent (60.6%) and Board of Education (60.6%).

Respondents were also asked to evaluate the District's job performance in a number of areas using the same scale. Each of the eleven items tested in this section of the survey received "excellent" or "good" ratings from at least half of all respondents. Of the items tested, the District's facilities were most likely to be rated highly. More than four in five (83.0%) indicated that the District does "excellent" or "good" with respect to "maintaining building exteriors and grounds." A similar percentage (79.6%) gave excellent/good marks to "providing school buildings that are in good repair and physical condition."

Majorities also gave positive ratings to several items related to students and the learning environment:

- Keeping students safe and secure (79.0%, excellent/good)
- Accommodating the needs of a diverse student population (74.6%)
- Providing up-to-date technology (72.2%)
- Preparing students for success after high school (63.0%)
- Handling student discipline issues (60.4%)
- Accommodating needs of special education students (56.2%)

In the case of “accommodating needs of special education students,” almost a third (32.2%) of respondents answered, “other, don’t know.”

A significant majority (72.6%) of respondents indicated that the District does “excellent” or “good” with respect to “maintaining a quality teaching staff.

Finally, a majority of respondents (54.8%) rated the District excellent/good with respect to “using tax dollars cost effectively.”

### **Awareness**

When asked how informed they were about Argo Community High School, almost two in five (38.0%) respondents said that they were “very well” informed, and about the same percentage (37.6%) said that they were “somewhat well” informed. In all, fewer than one fourth of respondents indicated that they were “not very” (12.8%) or “not at all” (10.8%) informed about the high school.

Respondents were also asked about their awareness of the “financial condition of Argo High School.” A plurality (40.2%) answered that the high school “is in need of additional revenue.” One fourth (25.4%) of respondents said that the school has “just enough money to meet its needs,” and one in nine (11.2%) said that school “has more money than it needs.”

### **Communication**

Respondents were asked several questions designed to provide insight into aspects of the District’s efforts to communicate with local residents. Two thirds (66.6%) of respondents indicated that Argo Community High School does an “excellent” or “good” job “communicating with District residents.” Fewer than half of respondents gave positive marks to the job done by the high school “asking for public input” (47.6%, excellent/good) and “responding to public input” (47.2%).

When asked how they would prefer to receive information about Argo Community High School, significant percentages of respondents suggested three types of communication:

- Mail (38.8%)
- District newsletter (17.6%)
- Email (11.2%)

Smaller percentages of respondents suggested other types of communication, as described in the accompanying overview of data.

Respondents were also read a list of “types of communication you might receive from Argo Community High School” and asked which three types they were most interested in receiving. Significant percentages cited each of the items listed:

- Test scores (39.4%)
- Sports and other student activities (30.2%)
- District finances (26.0%)

- Performances such as plays and concerts (24.0%)
- Academic programs (21.2%)
- Information about student safety (19.6%)
- Information about Board of Education actions (17.8%)
- Information about opportunities for involvement with Argo Community High School (18.2%)
- Student awards and achievements (17.8%)

Most respondents indicated some level of familiarity with the Argo High School Community Newsletter. Three in ten (30.2%) said they were “very” familiar with it, and about a third (33.0%) answered that they were “somewhat” familiar with the newsletter. More than a third were either “not very” (12.4%) or “not at all” familiar with the newsletter.

Almost half (46.6%) of respondents said that they “very often” read the newsletter when they receive it, and another third (35.6%) of respondents said that they read it “somewhat” often. Most respondents also found information in the newsletter to be useful. Three in ten (29.5%) found it “very” useful, and a majority (53.1%) said that the information was “somewhat” useful.

Most respondents were not frequent visitors to the Argo Community High School website, and a majority (57.4%) said that they had “never” visited the site. More than one fourth of respondents answered that they visited the site at least once a month: 1-5 times a month (14.8%), more than five times a month (12.2%). Respondents overwhelmingly found it very (49.3%) or somewhat (40.4%) easy to find the information they are looking for on the high school’s website.

### **Comparing Argo Community High School with other schools**

Respondents were asked how Argo Community High School compares with other area high schools in a number of areas. Pluralities of respondents indicated that Argo was “about the same” or “much/somewhat higher” on the items in this section. In no case, however, did a clear consensus emerge about the community’s perception of how Argo compares with other area high schools. As noted below, significant percentages answered “other, don’t know” in response to this series of questions.

	much/ somewhat higher	about the same	much/ somewhat lower	other, don't know
Academic performance of students	21.8%	31.8%	25.8%	20.6%
Teacher salaries	24.0%	27.8%	10.0%	38.2%
Educational technology	24.0%	39.0%	16.2%	20.8%
Condition of buildings and facilities	29.4%	40.2%	16.0%	14.4%
Quality of financial management	12.6%	34.8%	16.4%	36.2%
Number of course offerings	20.4%	38.4%	12.2%	29.0%
Property tax rate	30.8%	29.2%	9.8%	30.2%

	much/ somewhat higher	about the same	much/ somewhat lower	other, don't know
Academic performance of students	21.8%	31.8%	25.8%	20.6%
Teacher salaries	24.0%	27.8%	10.0%	38.2%
Educational technology	24.0%	39.0%	16.2%	20.8%
Condition of buildings and facilities	29.4%	40.2%	16.0%	14.4%
Quality of financial management	12.6%	34.8%	16.4%	36.2%
Number of course offerings	20.4%	38.4%	12.2%	29.0%
Property tax rate	30.8%	29.2%	9.8%	30.2%
Class sizes	15.8%	45.6%	5.8%	32.8%

### **Priorities for Argo Community High School**

Respondents were asked to assume that “Argo Community High School had a number of needs, but not enough funds to meet all the needs that exist.” They were then presented with a list of items and asked to prioritize each using a seven-point scale. Using this scale, a “7” indicated an item should be a top priority, while a “1” indicated that it should be a very low priority. Significant majorities answered that every item tested should be a high priority (5-7).

There was some variation among the percentage of respondents who indicated that these items should be a top priority (7):

- Improving scores on state tests and other measures of academic performance (49.0%, top priority [7])
- Updating computers and other educational technology (43.4%)
- Improving communication with District residents (35.0%)
- Keeping teacher salaries competitive with those of neighboring districts (31.6%)
- Improving school facilities (28.8%)
- Allowing more community use of facilities (23.0%)

### **Other topics**

Respondents were asked questions about other topics in the survey. When asked to describe “the level of pride...in Argo Community High School” they felt as community members, four in five respondents indicated some level of pride in the school. Two in five (40.5%) said that they were “very proud,” and about the same percentage (40.4%) said that they were “somewhat proud” of the high school. Fewer than one in five said that they were “not very proud” (8.6%) or “not at all proud” (7.4%) of the school.

### **Conclusion**

In all, results of the survey suggest that the community has a positive perception of Argo Community High School. Most community members give high marks to the job done by District staff and officials, as well as to facilities and the learning environment. This sentiment is reflected in the amount of pride that respondents said they felt in the high school.

Community members generally believe that the District does well communicating with local residents, and the quality of the District's newsletter was rated highly. Most community members are unfamiliar with the District website, though respondents generally found it easy to find information on the site. Community members are interested in receiving information about the Argo Community High School, particularly with respect to academic performance and sports and other student activities.

Similarly, respondents placed high priorities on items related to student performance, including technology and test scores.



## **Response to BOE Compensation Rationale – May 29, 2012**

The Board of Education characterizes itself as “proposing a fair and equitable compensation package that reflects the core mission of every school; increased, measurable student learning.”

The Union contends that the mission of Argo Community is much more than measureable student learning. In fact, Argo Community High School is clear about its purpose. ACHS espouses to be a school where students are prepared to be “effective citizens able to succeed in a global society” (ACHS Mission found in the 2011-2012 Course Guide, p. 3). The school further suggests that its students “are expected to achieve the knowledge and skills necessary for successful performance as adult citizens and to continually pursue excellence in life-long learning” (ACHS 2011-2012 Course Guide, p.3). Preparing students for such ends requires much more than the skills needed to be successful on standardized national examinations such as the ACT. It is established by scholars on both sides of the pay-for-performance debate that a focus on standardized tests changes curriculum and instruction. While numerous authors in the field of education can be cited regarding the problem with testing-focused changes to curriculum and instruction, it is notable that Martha Nussbaum, professor of law, philosophy, and divinity at University of Chicago, has articulated dangers in narrowing curricula to standardized tests to which university presidents are paying attention.

Nussbaum raises several concerns about what she calls “a pedagogy of force-feeding for standardized . . . examinations” and gives several specific suggestions for improving education rich in value of the humanities (2010, p. 19). In specific relation to pay-for-performance schemes that tie pay to student growth, she says, “systems . . . are moving closer and closer to the growth model without much thought about how ill-suited it is to the goals of democracy” (2010, p. 24). She acknowledges that “it is tempting to think that national testing offers a solution to [inequalities]. Nonetheless, one does not solve the problem of unequal opportunity through a type of testing that virtually ensures that no child has the opportunity for a stimulating education” (p. 138).

Nussbaum argues “systems of education are heedlessly discarding skills that are needed to keep democracies alive” (2010, p. 2). The skills or abilities she associates with education for democracy include the following: “the ability to think critically; the ability to transcend local loyalties and to approach world problems as a ‘citizen of the world’; and, finally, the ability to imagine sympathetically the predicament of others” (2010, p. 6-7). Such abilities align with a purpose of education focused on “challenging the mind to become active, competent, and thoughtfully critical in a complex world” (2010, p. 18), which is what ACHS espouses; they do not, however, align with a purpose of education focused on the improvement of test scores.

Pedagogically speaking, teaching for democracy and the abilities listed above is a Socratic endeavor. As Nussbaum makes clear, however, such an endeavor will “not be well taught . . . unless it informs . . . the school’s entire ethos” (2010, p. 55). It is reasonable to predict that a pay-for-performance scheme would establish an ethos that

is the antithesis of that which is required to truly prepare students to be thoughtful citizens in a global world. Such a scheme is likely to entrench pedagogy reliant on transmission rather than one that develops skills such as “analyzing, sifting, and active problem solving” (2010, p. 65).

Argo Community High School presents itself as a school where citizenship and participation in the global society matter. To continue that, energy should be spent on ensuring that our curricula and pedagogy align with that ideal. Unfortunately, for many districts in the current testing climate, “curriculum content has shifted away from material that focuses on enlivening imagination and training the critical faculties toward material that is directly relevant to test preparation . . . [and] an even more baneful shift [has occurred] in pedagogy: away from teaching that seeks to promote questioning and individual responsibility toward force-feeding for good exam results” (2010, p. 134). Argo Community High School can mitigate or avoid the demoralizing anti-intellectual effects that are already being seen in districts as a result of the testing climate by promoting a culture of learning; celebrating learning of students, faculty, and staff; and creating a space where creativity, risk, and imagination are valued and encouraged. Without such an ethos, the demoralization and anti-intellectual currents of narrowed curricula and pedagogy resulting from placing increased importance on student testing will prevail.

See attached research regarding Argo’s mission and the historic purposes of schooling.

#### **Reference**

Nussbaum, M. C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton, NJ: Princeton University Press.

## **Response to BOE Key Area #1-South Suburban Conference Test Scores and Salary Salary vs. ACT**

The Union contends there are several problems with the Board's interpretation of the data in this section. First, the x-axis displays salary and the y-axis displays ACT score. This is to be interpreted as salary acting as the independent variable and the ACT score acting as the dependent variable. This means that the more a school pays the teachers the higher the ACT scores should be. We assume the Board wants students to obtain high test scores, thus the logic would follow that they should pay the teachers more. However, the board is proposing a cut in salary, which would imply that the District wants the test scores to drop or at least maintain its current level. We do not believe that is the intention of the Board.

The second problem the Union has with the interpretation of the data is the "line of best fit." The Board suggests this line provides "an even more accurate comparison amongst all schools." However, when a linear regression is done on the data, the r-squared is found to be only .0451. This implies a very weak correlation between average salary and ACT score and thus the "line of best fit" should not be used to interpret this data. The Board is trying to relate teacher pay to student performance as reported in test score results. This relationship, of course, does not exist and how and why a student is successful is a complex dynamic with a multitude of variables.

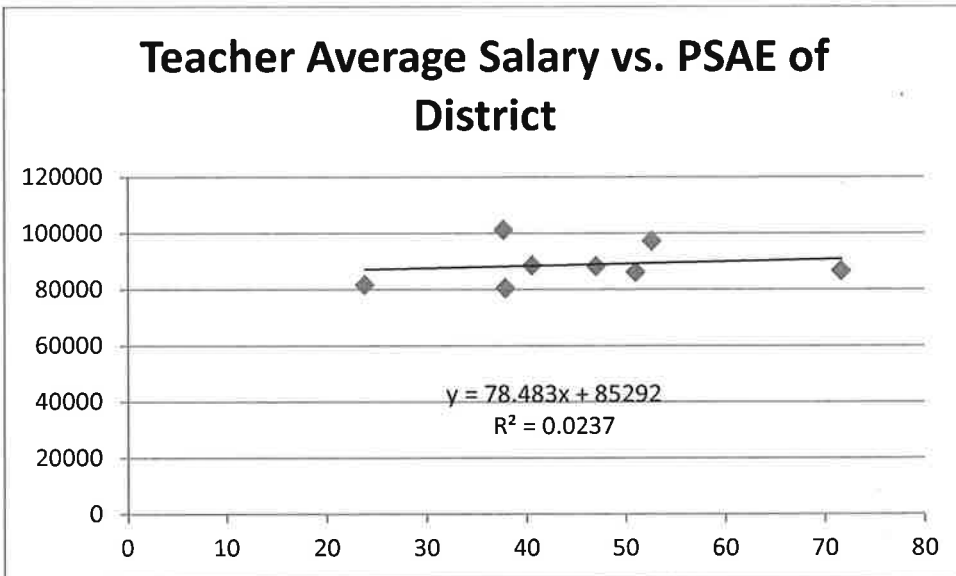
The third problem the Union has with the data is that the average salary is not based upon the average salary of the school, but upon the average salary of the teachers in the District. Therefore, if the board is going to use average salary of the District, average ACT of the District should be used as well.

The fourth problem the Union has with the data is average salary. Average salary can be skewed by many factors including the number of veteran teachers, first year teachers and teachers that are retiring. Dr. O'Mara was not sure how average salary was calculated.

## Salary vs. PSAE

The Union contends there are problems with the Board's interpretation of the data presented in regard to Average Salary vs. PSAE on May 11, 2012. Once again the Union contends there are problems with the axes, "line of best fit" and school based PSAE score versus District-based average salary. Once again, the "line of best fit" has an extremely low r-squared value of .0651. Even when the data is fixed, as seen below, to compare the percent of students meeting/exceeding the PSAE in the District compared to average teacher salary in the District, the r-square value is low at .0237. This data does equate to an average expected salary of \$10,456.80 more than the Board projected. However, since the "line of best fit" is still rather weak, this matter is irrelevant.

School	**PSAE Meets/Exceeds All Subject Data	*Teacher Average Salary
ARGO CHSD 217	37.7	101358
LEMONT TWP HSD 210	71.7	86689
CHSD 218	37.9	80496
OAK LAWN CHSD 229	47.1	88338
REAVIS TWP HSD 220	52.7	97333
EVERGREEN PARK CHSD 231	51.1	86191
BREMEN CHSD 228	40.6	88578
THORNTON FRACTIONAL TWP HSD 215	23.8	81812



\* Data provided by Dr. O'Mara on 5/11/2012

\*\*<http://iirc.niu.edu>

### **Response to BOE Key Area #2-CPI Percent of Change in December CPI-U for the Last Ten Years**

The Union acknowledges that the data in this chart presented to the Union on May 11, 2012 is factually correct. The Union would like to acknowledge that the 2002-2007 collective bargaining agreement, which gave teachers step plus 5% each year, came off a five year period in which the CPI averaged 2.2% which is lower than the last five year average.

As per the Bureau of Labor Statistics, "The CPI is the most widely used measure of inflation". Even if the District offered the Union a salary increase of a percentage of the CPI this would likely mean a decrease in pay relative to the purchasing power of the dollar. The Union cannot believe this is the Board's intention.

### **Negotiated Salary Contract Information: Salary Agreement vs. CPI**

The Board states, "compounded rate of salary increases exceeding primary revenue funding source rate of change = financial misalignment." The data provided here is a bit misleading as it does not take into effect the savings of a retired teacher. Currently twenty of the one hundred fourteen full time equivalents are in the retirement track. When teachers retire, the District saves money by hiring teachers at a lower cost.

In addition, the calculated "Variance, {Salary versus Revenue}" does not take into account that the teachers with more than 18 years on the salary schedule have a substantially reduced increase in their salary. The District should consider the amount of new money it would take to employ the current staff.

## Response to BOE: Key Area #3-Research

### Research from the Board – Part I:

***“There is a large and growing body of research that demonstrates that teachers who have completed graduate degrees are not significantly more effective at increasing student learning than those with no more than a bachelor's degree. A good meta-analysis of these studies can be found at the Center for Educator Compensation Reform.”***

The Union believes this comes from the Research Synthesis on General Compensation Questions from the Center for Educator Compensation Reform ([http://www.cecr.ed.gov/researchSyntheses/Research%20Synthesis\\_Q%20A2.pdf](http://www.cecr.ed.gov/researchSyntheses/Research%20Synthesis_Q%20A2.pdf)).

This organization has a research library that links to articles on both sides of this issue. The document itself cites studies that are on both sides of this issue; however, it does conclude with the following: “These findings indicate that there is little empirical support for compensation policies that automatically reward teachers for additional degrees and experience. Compensation systems that include measures of teachers’ ability to increase student learning gains will likely be a more effective way to identify and reward top performers and ultimately improve teacher quality” (Research Synthesis on General Compensation Questions, p. 4).

While it is true that there is a lot of literature in the field of educational economics and policy that reaches the same conclusion as that of the Research Synthesis, the problem with this – and the Union can cite numerous well respected scholars on this – is several-fold:

1. What does student learning mean in this scenario and how is it determined? There are a lot of models and none deal with the really messy complexity of factors that influence student learning.
2. What is teacher quality and is it synonymous with teacher effectiveness? The Newton, Darling-Hammond, Haertel, and Thomas (2010) article cited below does an excellent job of dealing with these factors.
3. While education and experience may not be perfectly correlated with student learning (however that is defined), neither is performance/merit pay perfectly correlated, which is the recommendation of most of these studies on teacher effectiveness. Further, systems of evaluation to determine merit/performance pay don’t really exist. T. A. Schwandt (2002), for example, questions “criterial” ways of thinking about evaluation and questions the evidence that is considered as evidence in evaluative judgments, which are just that – judgments.
4. The Union feels it is worth noting that teacher attitudes related to performance pay are highly correlated to trust in Administration – something lacking at ACHS per recent surveys. (found in a Research Synthesis on Performance Pay: [http://www.cecr.ed.gov/researchSyntheses/Research%20Synthesis\\_Q\\_C13.pdf](http://www.cecr.ed.gov/researchSyntheses/Research%20Synthesis_Q_C13.pdf))

5. When the Union reads further into the document referenced by the Board, it makes clear that “holding some types of advanced degrees may have a positive effect on student achievement at the secondary level”. (Research Synthesis on General Compensation Questions, p.2).
6. The Clotfelter, Ladd, and Vigdor study (2007b - from the Research Synthesis’s references) shows that teachers who received their master’s degrees after they began teaching to be more effective. When read in full, that same study reports that the “largest negative effects [on student achievement] are associated with the lack of experience [of the teacher]” (Clotfelter, Ladd, and Vigdor, 2007, p. 29). More importantly, the authors problematize the notion of how large the difference of achievement needs to be to be labeled large vs. small (Clotfelter, et al., 2007, p. 30). In fact, they “conclude that teacher credentials matter in a systematic way for student achievement at the high school level and that the magnitudes are large enough to be policy relevant” (Clotfelter, et al., 2007, p. 34).
7. As the Union has said, it is important to articulate the meaning of teacher effectiveness vs. teacher quality; the terms alone do not have concrete meaning as many scholars have written on the topics in differing ways. For example, Newton, et al. (2010) say, “We might need to broaden our definition of teacher effectiveness from a generic perspective to a differentiated perspective, acknowledging that teacher effectiveness is context specific rather than context free. . . . Teachers might be more effective teaching some students than others” (p. 19). They go on to say, “Students’ gains and teachers’ effects are less well-measured by existing standardized tests for some student populations than others” (Newton et al., 2010, p. 19). They very conclusively caution that “better tests, data systems, and statistical strategies alone will not solve the problem of measuring teacher effects on learning. . . . All statistical methods are based on untestable and probably untenable assumptions about how the real world works” (Newton et al., 2010, p. 20). Quite simply, “findings suggest that we simply cannot measure precisely how much individual teachers contribute to student learning, given the factors involved in the learning process, the current limitations of tests and methods, and the current state of our educational system” (Newton et al., 2010, p. 20).

## References:

- Clotfelter, C.T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects (Working Paper 11). Washington, DC: Urban Institute, National Center for Analysis of Longitudinal Data in Education Research. Retrieved January 11, 2011, from [http://www.caldercenter.org/PDF/1001104\\_Teacher\\_Credentials\\_HighSchool.pdf](http://www.caldercenter.org/PDF/1001104_Teacher_Credentials_HighSchool.pdf).
- Newton, X.A., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010). Value-added modeling of teacher effectiveness: An exploration of stability across models and contexts. *Education Policy Analysis Archives*, 18 (23), 1-27.

Schwandt, T. (2002). *Evaluation practice reconsidered*. New York, NY: Peter Lang.

## The document from the Board – Part II:

***“In addition, there is strong and compelling evidence that indicates that experience beyond the first few years is a poor indicator of teacher***

**effectiveness. See Aos et al.,2007; Clotfelter,Ladd, & Vignor, 2006, 2007a; Ferguson, 1991; and many others.”**

The Union finds the list of references cited above comes after the following statement in the Research Synthesis: “Research does show that teachers become more skilled with experience” (Research Synthesis on General Compensation Questions, p. 2). Following the lengthy list of suggested studies is the caveat – slightly different than stated above – “the preponderance of evidence suggests, however, that teacher experience matters most during the first several years of a teacher’s career. How long teacher performance continues to improve is a point of contention among researchers” (Research Synthesis on General Compensation Questions, p. 2). Research here, like that with educational attainment, differs when looking at effects on elementary vs. high school students.

When the Union looked at the sources individually, what they really seem to say is that within the first five years of experience there is steep increase in student performance then the increase becomes less drastic, but it does continue.

Many studies on the effects of teacher experience are not longitudinal and therefore cannot show effects beyond the first several years. For example, the “15 methodologically sound studies” (Aos, Miller, & Pennucci, 2007, p. 21) analyzed by one source cited in the Research Synthesis the Board uses found that the positive effect of experience continues beyond five years but not to the same extent as within the first five years. Further, one of the Hanushek citations in the Research Synthesis (Rivkin, Hanushek & Kain, 2005) similarly notes that “beginning teachers and to a lesser extent second and third year teachers . . . perform significantly worse than more experienced teachers. There may be some additional gains to experience in the subsequent year or two, but the estimated benefits are small” (p. 447). Clearly there is a relationship between experience and student growth; the argument – as noted above – is on degrees of estimated benefit; in other words, what constitutes a big or small benefit, and are all benefits good? The Union cites this because Hanushek is highly regarded and frequently cited in the field of education economics.

## **References:**

Aos, S., Miller, M., & Pennucci, A. (2007), Report to the Joint Task Force on Basic Education Finance: School employee compensation and student outcomes (Document No. 07-12-2201). Olympia, WA: Washington State Institute for Public Policy. Retrieved from <http://www.wsipp.wa.gov/rptfiles/07-12-2201.pdf>.

Rivkin, S., Hanushek, E., Kain, J. (2005). Teachers, schools, and academic achievement. *Economerica*, 73 (2), 417-458.

## **The document from the Board – Part III:**

***“A recent paper prepared for the Economics of Education Review by Matthew M. Chingos and Paul E. Peterson on June 28, 2010 concluded that Master's Degrees have little impact on student learning, while experience on the job effects are***



***fairly modest and actually typically turns downward at some point after ten years on the job.”***

The Union finds that the authors referenced note explicitly in their abstract that the data is in relation to “elementary and middle school teaching effectiveness” (Chingos & Peterson, 2011, p. 449). As established earlier, effects differ when looking at high schools. A better article from the same issue of the same journal shows different results in relation to high school. The Union assumes the discrepancy in data is a citation error from the District; there is no article from these authors published in 2010 in this journal. While Chingos’ and Person’s article was accepted in 2010, it was published in 2011 as follows: Chingos, M. M. & Peterson, P. E. (2011). It’s easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. *Economics of Education Review* 30, 449-465.

In relation to high schools, the Union finds Guarino, Brown, and Wyse (2011) to note, “The [pay-for-achievement incentives] policy appears to accelerate the rate at which schools that are most in need of improvement are drained of teachers with the most desirable human capital characteristics” (p. 963). They further note that while it is “difficult to link [advanced degrees] to effectiveness . . . evidence indicates that master’s degrees in specific subjects are correlated with effective teaching in those subjects” (Guarino, et al., 2011, p. 963). The authors conclude that “school-based pay-for-performance policies have small but significant associations with mobility decisions and appear to exacerbate inequities in the distribution of teacher qualifications” (Guarino, et al., 2011, p. 974). The Union finds it highly relevant that research indicates that pay-for-performance policies further disenfranchised students who were already labeled at-risk because “quality” teachers left the low-performing schools. Several other studies on teacher mobility reflect the same conclusions. The Union contends that the students of ACHS fit the at-risk label as Guarino et al. define it, and therefore, are at risk of having their education further compromised by pay for performance salary decisions.

#### **Reference:**

Guarino, C. M., Brown, A. B., & Wyse, A. E. (2011). Can districts keep good teachers in schools that need them most? *Economics of Education Review* 30, 962-979.

## Rationale for Union Compensation Proposal

### **Point 1: Low-Income vs. % Students Meeting/Exceeding PSAE in all Subjects**

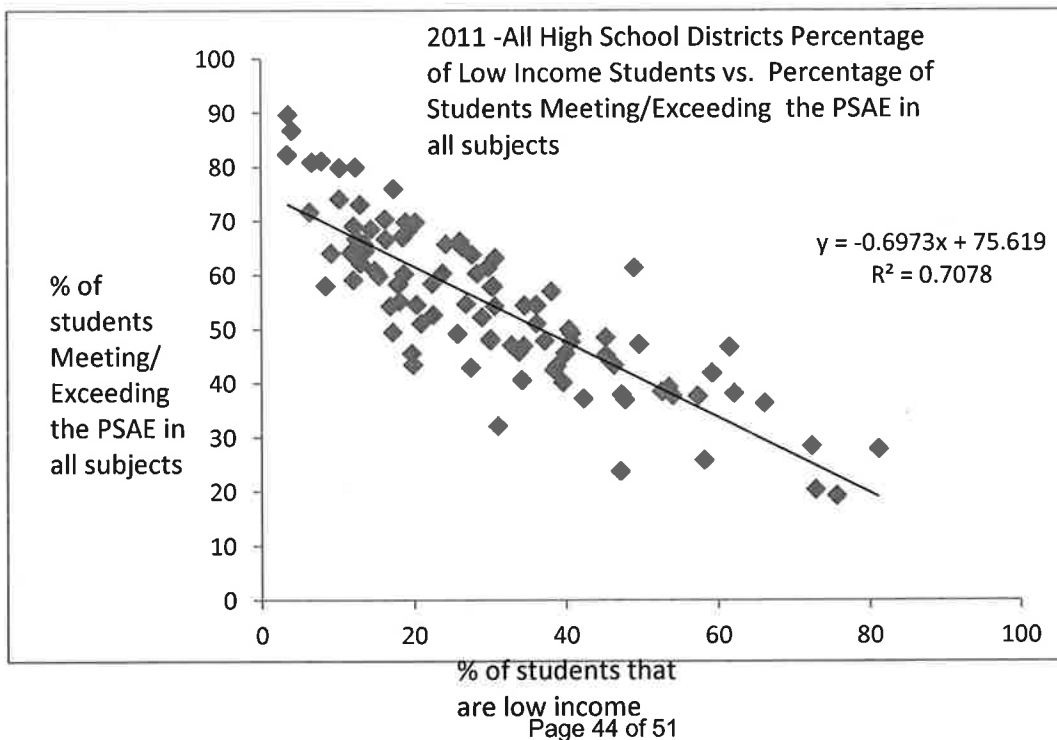
The Union contends that looking at PSAE scores alone is somewhat short sighted as students are not randomly assigned to schools. Household income plays a role in the percent of students who meet/exceed the PSAE in all subjects. On the attached sheet is every public high school district in Illinois along with their percentage of low income students and the percentage of students who meet/exceed the PSAE in all subjects. Doing a "line of best fit" we find that the r-square is approximately 0.7078. This suggests that 70% of a high school district's percentage of students meeting/exceeding the PSAE in all subjects is correlated with the district's percentage of low-income students. Using the "line of best fit" and plugging in the low income percent of each SSC district into this linear regression formula, we find that Argo is the top district in the conference in exceeding its expected percentage of students meeting/exceeding the PSAE in all subjects. More than fifty years of peer reviewed scholarly research corroborates our findings (see addendum): for example, Sirin's (2005) meta-analysis demonstrates not only correlation between low SES and student outcomes but also notes that the effect widens as students advance through school. (Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75 (3), 417-453.)

DISTRICT NAME	% Low Income	Overall % Meets and Exceeds	Predicted % of Students Meeting/Exceeding PSAE	Difference in Actual Value From Predicted Value	Raises BOE proposes
ARGO CHSD 217	57.4	37.7	34.80498	2.89502	-5% and no step
LEMONT TWP HSD 210	6.4	71.7	70.36728	1.33272	Step + 2%
CHSD 218 OAK LAWN	47.4	37.9	41.77798	-3.87798	Negotiation
CHSD 229 REAVIS TWP	32.9	47.1	51.88883	-4.78883	Step + 6%
HSD 220 EVERGREEN	22.6	52.7	59.07102	-6.37102	Step + 4.2%
PARK CHSD 231	21	51.1	60.1867	-9.0867	Step + 3.5%
BREMEN CHSD 228	34.3	40.6	50.91261	-10.31261	Negotiation
THORNTON FRACTIONAL TWP HSD 215	47.2	23.8	41.91744	-18.11744	

**Low-Income vs. % Students Meeting/Exceeding PSAE in all Subjects**

<b>DISTRICT NAME</b>	<b>% Low Income</b>	<b>Overall % Meets and Exceeds</b>
ADLAI E STEVENSON HSD 125	4.2	86.6
ANNA JONESBORO CHSD 81	38.5	42.5
<b>ARGO CHSD 217</b>	<b>57.4</b>	<b>37.7</b>
ARMSTRONG TWP HSD 225	29.8	61.5
BELLEVILLE TWP HSD 201	36.2	51.1
BENTON CONS HSD 103	39.7	40.2
BLOOM TWP HSD 206	72.9	20.4
BRADLEY BOURBONNAIS CHSD 307	34.7	54.4
<b>BREMEN CHSD 228</b>	<b>34.3</b>	<b>40.6</b>
CARBONDALE CHSD 165	49.1	61.3
CENTRAL CHSD 71	18	58.3
CENTRALIA HSD 200	53.6	39.3
CHSD 117	13.7	64.5
CHSD 128	6.8	80.8
CHSD 155	12.2	69.1
<b>CHSD 218</b>	<b>47.4</b>	<b>37.9</b>
CHSD 94	19.8	45.6
CHSD 99	19	69.9
CONS HSD 230	12.5	66.8
COUNTY OF WOODFORD SCHOOL	12.9	65.6
DUPAGE HSD 88	40	45.6
DWIGHT TWP HSD 230	17	54.3
EAST ALTON-WOOD RIVER CHSD 14	54.1	37.8
EAST PEORIA CHSD 309	38.9	43.3
EVANSTON TWP HSD 202	28.4	60.4
<b>EVERGREEN PARK CHSD 231</b>	<b>21</b>	<b>51.1</b>
FAIRFIELD COMM H S DIST 225	33.9	45.9
FENTON CHSD 100	45.3	48.5
FREEBURG CHSD 77	8.5	58
GARDNER S WILMINGTON TWP HSD 73	19.9	43.5
GLENBARD TWP HSD 87	23.9	60.4
GRANT CHSD 124	29	52.3
GRAYSLAKE CHSD 127	11.8	64.2
HALL HSD 502	27	54.7
HINSDALE TWP HSD 86	10.4	79.8
HOMEWOOD FLOSSMOOR CHSD 233	20.4	54.6
HONONEGAH CHD 207	18.6	67.1
ILLINI WEST H S DIST 307	34.5	47
J S MORTON HSD 201	81.1	27.9
JOLIET TWP HSD 204	62.1	38.2
LA SALLE-PERU TWP HSD 120	30.1	48
LAKE FOREST CHSD 115	3.6	82.2
LAKE PARK CHSD 108	13.5	65.8
<b>LEMONT TWP HSD 210</b>	<b>6.4</b>	<b>71.7</b>
LEYDEN CHSD 212	45.9	44.1
LIMESTONE CHSD 310	37.3	47.9
LINCOLN CHSD 404	36.2	54.5
LINCOLN WAY CHSD 210	10.3	74.1
LOCKPORT TWP HSD 205	9.2	64.1
LYONS TWP HSD 204	13	73.1
MAINE TOWNSHIP HSD 207	26.5	65.2
MARENGO CHSD 154	24.3	65.8
MCHENRY CHSD 156	18.2	55.2
MENDOTA TWP HSD 280	40.8	49.3
MILFORD TWP HSD 233	40.5	50
MINOOKA CHSD 111	12.1	59.2
MORRIS CHSD 101	18.1	58.6
MT VERNON TWP HSD 201	45.3	45.3
MUNDELEIN CONS HSD 120	30.3	57.9
NASHVILLE CHSD 99	22.5	58.5
NEW TRIER TWP HSD 203	3.7	89.6

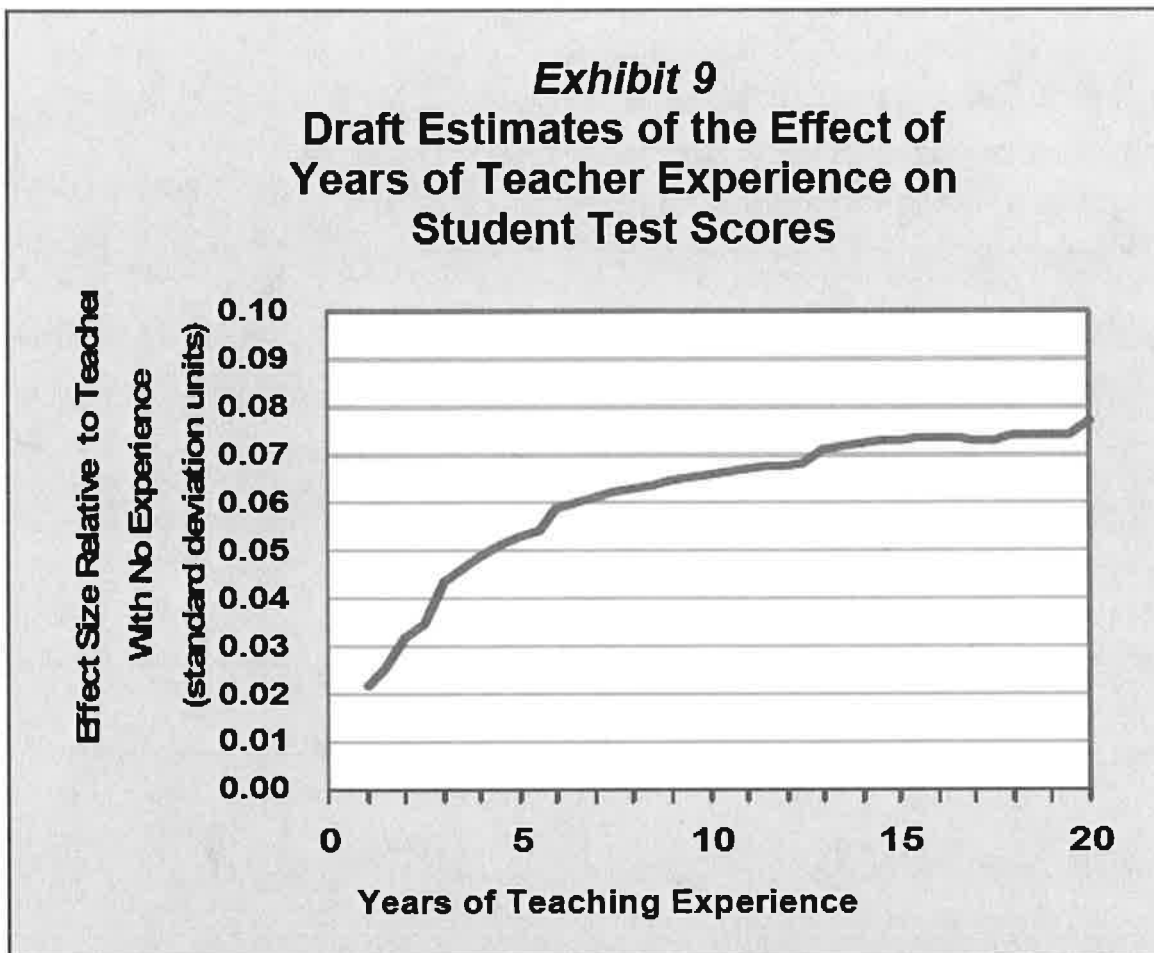
NEWARK CHSD 18	14.9	61
NILES TWP CHSD 219	30.8	63.2
NORTHFIELD TWP HSD 225	12.5	79.9
O FALLON TWP HSD 203	16.3	70.4
<b>OAK LAWN CHSD 229</b>	<b>32.9</b>	<b>47.1</b>
OAK PARK - RIVER FOREST SD 200	20.3	69.8
ODIN CHSD 700	61.5	46.7
OTTAWA TWP HSD 140	25.9	49.2
PEKIN CSD 303	38.2	57
PINCKNEYVILLE CHSD 101	30.1	48.3
PONTIAC TWP HSD 90	30.7	54.3
PRINCETON HSD 500	27.8	63.8
PROVISO TWP HSD 209	58.2	25.9
RANTOUL TOWNSHIP HSD 193	59.2	41.9
<b>REAVIS TWP HSD 220</b>	<b>22.6</b>	<b>52.7</b>
RICH TWP HSD 227	72.3	28.5
RICHMOND-BURTON CHSD 157	14.4	68.6
RIDGEWOOD CHSD 234	18.8	60.3
RIVERSIDE-BROOKFIELD TWP SD 208	17.5	75.9
ROCHELLE TWP HSD 212	27.6	42.9
ROCK FALLS TWP HSD 301	46.4	43.4
SALEM CHSD 600	40.8	47.7
SENECA TWP HSD 160	17.3	49.5
ST ANNE CHSD 302	66.1	36.4
ST JOSEPH OGDEN CHSD 305	13.1	62.2
STREATOR TWP HSD 40	42.4	37.2
<b>THORNTON FRACTIONAL TWP HSD 215</b>	<b>47.2</b>	<b>23.8</b>
THORNTON TWP HSD 205	75.7	19.3
TOWNSHIP HSD 211	26.2	66.3
TOWNSHIP HSD 214	19.3	68.3
TWP HSD 113	8	81
UNITED TWP HSD 30	52.7	38.5
VIENNA HSD 133	49.7	47.2
WARREN TWP HSD 121	16.4	66.7
WASHINGTON CHSD 308	15.5	59.9
WEBBER TWP HSD 204	31.1	32.2
WOODLAWN CHSD 205	30.5	58
ZION-BENTON TWP HSD 126	47.8	37



## Point 2: Impact of Board Proposed Salary and Benefits Restructuring

Other than the teachers who have put in for retirement and assuming an average 2.5% CPI over the duration of the collective bargaining agreement, the offer the Board has put forth ensures not a single teacher will earn their current salary or more over the course of the contract. Not only will teachers' salaries decrease at five percent (5%), but their take home pay will decrease even more given the higher percentage of insurance premiums the District wants the teachers to assume. In addition the District wants teachers to work longer days and more days a year. Given the lack of validity of the District's compensation rationale, we wholeheartedly reject the Board proposal.

Further, as indicated elsewhere, experience as reflected in steps does matter to student achievement. See chart below:



Aos, S., Miller, M., & Pennucci, A. (2007). Report to the Joint Task Force on Basic Education Finance: School employee compensation and student outcomes (Document No. 07-12-2201). Olympia, WA: Washington State Institute for Public Policy. Retrieved January 11, 2011, from <http://www.wsipp.wa.gov/rptfiles/07-12-2201.pdf>

### **Point 3: Importance of Keeping Lanes for Educational Advancement**

As noted earlier:

In relation to high schools, the Union finds Guarino, Brown, and Wyse (2011) to note, "The [pay-for-achievement incentives] policy appears to accelerate the rate at which schools that are most in need of improvement are drained of teachers with the most desirable human capital characteristics" (p. 963). They further note that while it is "difficult to link [advanced degrees] to effectiveness . . . evidence indicates that master's degrees in specific subjects are correlated with effective teaching in those subjects" (Guarino, et al., 2011, p. 963). The authors conclude that "school-based pay-for-performance policies have small but significant associations with mobility decisions and appear to exacerbate inequities in the distribution of teacher qualifications" (Guarino, et al., 2011, p. 974). The Union finds it highly relevant that research indicates that pay-for-performance policies further disenfranchised students who were already labeled at-risk because "quality" teachers left the low-performing schools. Several other studies on teacher mobility reflect the same conclusions. The Union contends that the students of ACHS fit the at-risk label as Guarino et al. define it, and therefore, are at risk of having their education further compromised by pay for performance salary decisions.

Reference:

Guarino, C. M., Brown, A. B., & Wyse, A. E. (2011). Can districts keep good teachers in schools that need them most? *Economics of Education Review* 30, 962-979.

### **Point 4: Importance of Administration on Student Achievement**

In their "Review of Research: How Leadership Influences Student Learning," Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) conclude, "of all the factors that contribute to what students learn at school, . . . leadership is second in strength only to classroom instruction" (p. 70). The Union contends that the district's recent investments in administrative salaries demonstrate recognition of this fact. For example, there has been an additional administrative position added in the form of the Assistant Superintendent for Curriculum and Instruction position, and the superintendent recently received a significant raise. Given this report's finding that classroom instruction has the greatest influence, it would follow that the district would make similar investments in teachers. This may raise the question of how the district will know in which teachers to invest. This research report identifies five areas of teacher capacity that account for student learning: "basic skills, subject matter content knowledge, pedagogical skill, pedagogical content knowledge, [and] classroom experience" (p. 64). Given that content knowledge and pedagogical skill come from a teacher's own educational advancement and the explicit connection to experience, it follows that keeping lanes and steps would be appropriate ways measures for investing in teachers.

Reference:

Leithwood, K, Seashor Louis, K., Anerson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. Report of the Learning from Leadership Project. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf>

## Point 5: Signs of Budget Surplus

According the Moody's Rating found on the district website:

The district's financial operations will likely remain sound due to conservative budgeting and healthy reserve levels. The district ended fiscal 2010 with a surplus of \$2.7 million in the General Fund (Education and Operations & Maintenance Funds) and General Fund reserves of \$18.1 million, or 58.5% of revenues. The district also maintains additional liquidity in the Working Cash Fund of \$8.3 million, bringing total reserves to \$26.4 million, or 87.8% of revenues. Officials indicate the fiscal 2010 General Fund surplus was higher than expected due to a shift in property tax distributions by Cook County, with the district's spring allocation increasing from 50% of receipts to 55% of annual receipts.

Additionally, the same report indicates, "The district's tax base grew at an average annual rate of 7.1% over the past five years with much of the recent growth a reflection of triennial reassessments."

	*All Funds Year-End Cash Balance	CPI for Tax Level Funding	Salary Schedule Raises
2001-2002	24519725		
2002-2003	21186319	3.40%	Step +5%
2003-2004	21023890	1.60%	Step +5%
2004-2005	22624870	2.40%	Step +5%
2005-2006	25841284	1.90%	Step +5%
2006-2007	26695749	3.30%	Step +5%
2007-2008	28796728	3.40%	Step +4%
2008-2009	29904853	2.50%	Step + 3.75%
2009-2010	32640921	4.10%	Step +3.5%
2010-2011	31251593	0.10%	Step +3.5%

\*State of the District 2011

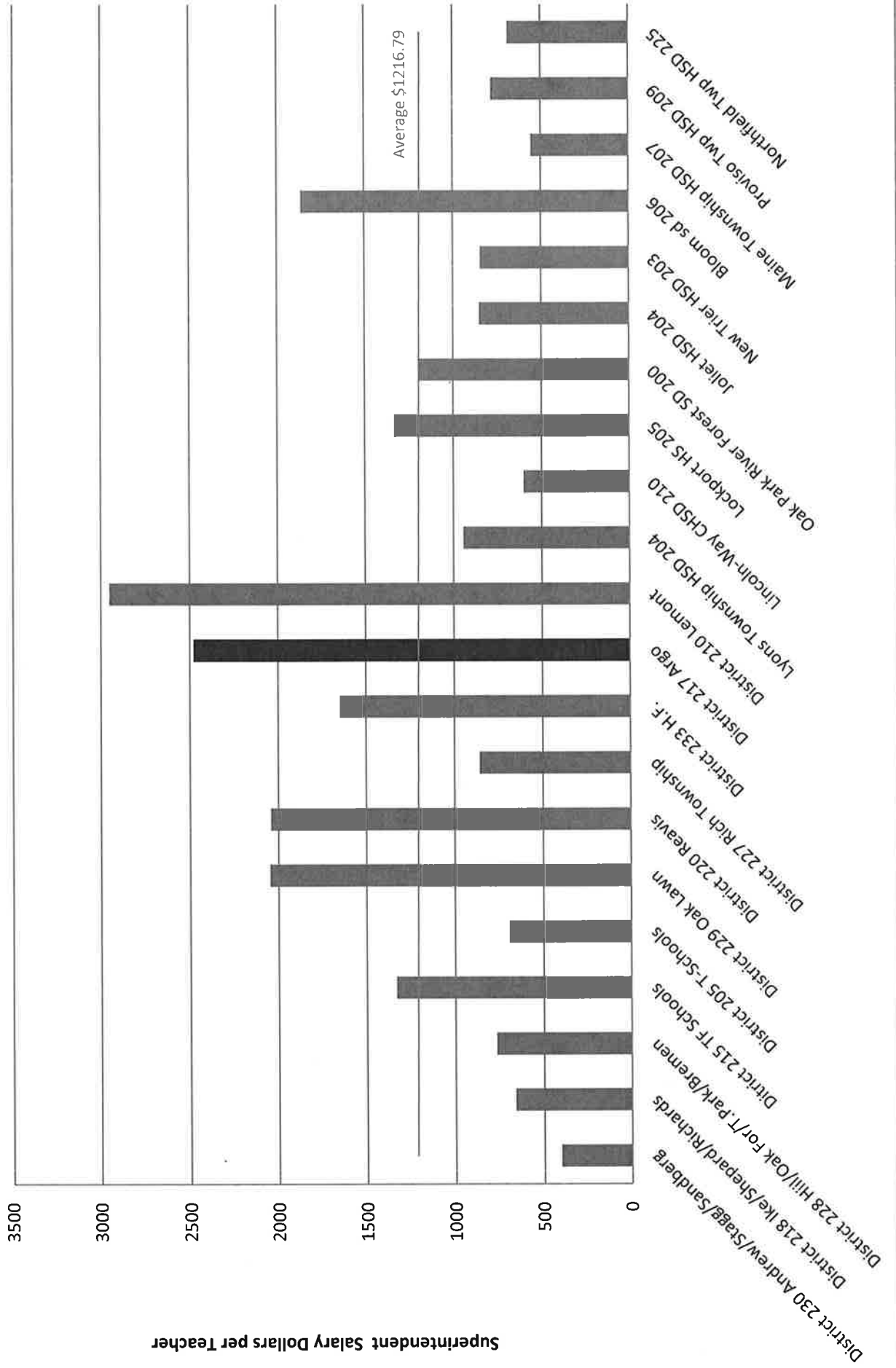
During the 2002-2007 contract salary schedule increases were higher than the CPI for tax level funding; however, All Funds Year-End Cash Balance grew by \$2,176,024. Over the first four years of our current contract, the All Funds Year-End Cash Balance grew by \$4,555,844.

The Union also finds the district is spending money freely, which suggests financial security. For example:

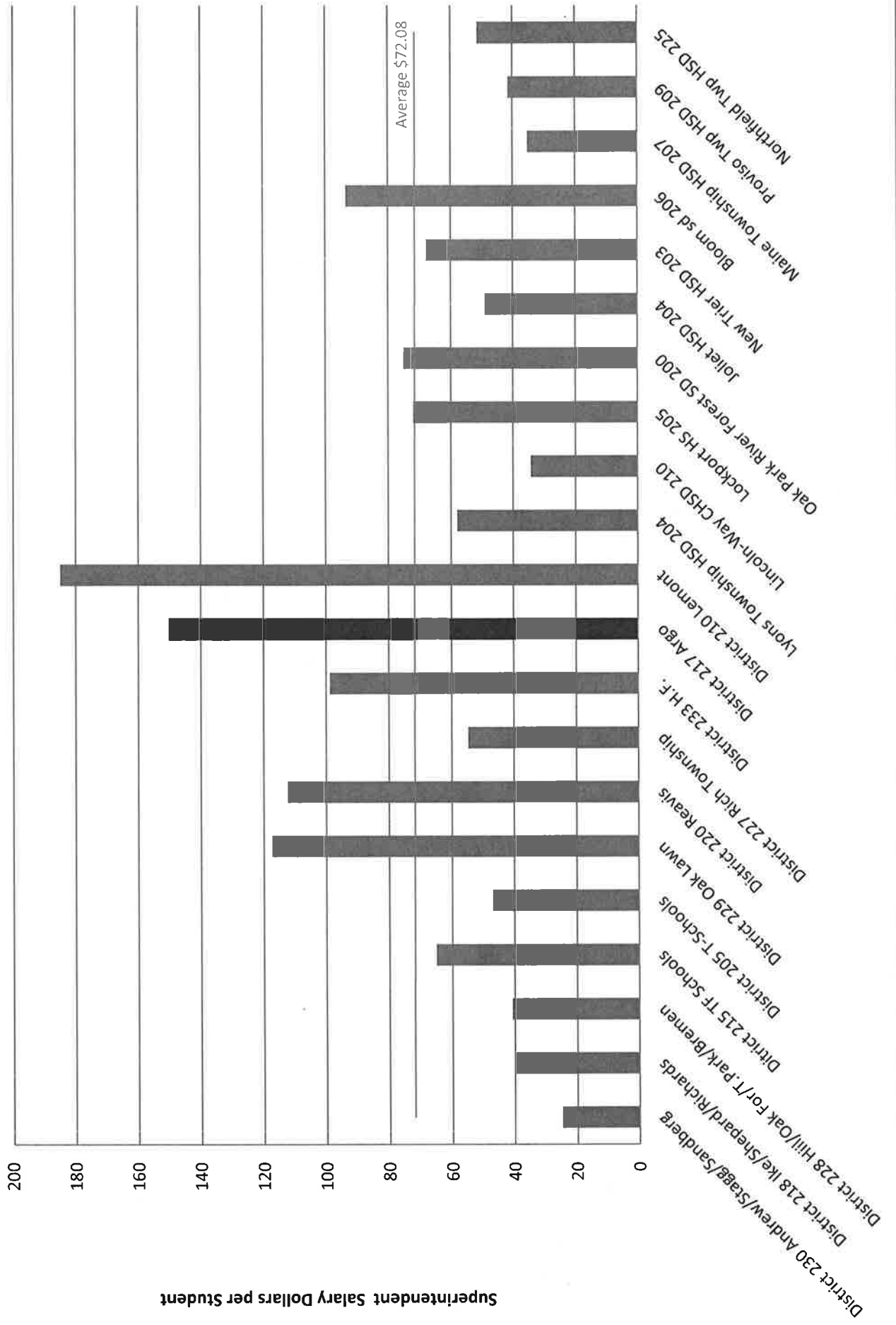
1. Department chair meetings regularly include catered meals.
2. School events regularly include indulgences such as ice sculptures and floral arrangements.
3. According to ACHS's report card found on ISBE, the last several years have shown annual revenues to exceed annual expenditures.
4. District 217's Superintendent makes \$268,670.29, which is higher than the salary of superintendents in larger districts with more experience (see addendum).



## Superintendent Salary per Teacher by District



## Superintendent Salary per Student by District



### **Point 6: Student Success**

According to the 2011-2012 Profile, 95% of graduates leave Argo Community High School and continue their education.

### **Point 7: Parent and Community Perceptions**

Parent perceptions:

In 2009, 309 parents completed the on-line survey; 82.5% answering that they had a positive impression of Argo Community High School. Over 90% agreed that teachers behaved in a caring, respectful fashion and over 90% felt that our course offerings met the needs of the students.

Source: 2009 on-line Parent Survey

Community Perceptions:

More than seven in ten (72.8%) respondents rated District teachers "excellent" or "good."

Source: 2012 Community Survey

### **Point 8: Advanced Placement Testing**

In 2011, 70% of the total number of exams resulted in a score of 3, 4, or 5. The global average was 60% and the state average was 66%. Argo teachers are preparing students for the rigors of AP courses and assessment.

Source: SIP

In the last 5 years, teachers have created 6 new AP opportunities for students: AP Chemistry, AP Physics, AP Physics C, AP Statistics, AP Psychology, and AP Government.

## School District Financial Profile

Argo CHSD 217  
High School  
07-016-2170-16

Located in : Summit  
Superintendent: Dr. Kevin J O'Mara  
Historical Data

Basis of Accounting: Accrual  
Under Tax Cap: Yes

### Financial Indicators :

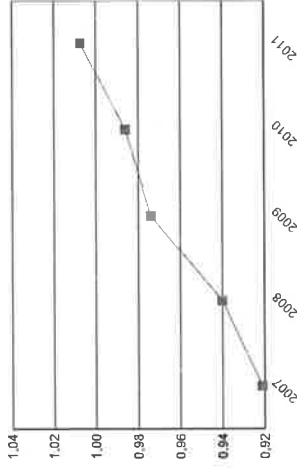
#### Fund Balance to Revenue Ratio :

(Includes Educational, Operations & Maintenance, Transportation, and Working Cash, and negative IMRF/FICA Funds)

Total Fund Balance divided by  
Total Revenue

The Fund Balance to Revenue Ratio reflects the impact of additional revenues to the existing fund balances of the district. Fund Balances, to a district, can be viewed as savings or checking account balances to the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and zero scores 2 and a negative fund balance to revenue ratio scores 1.

	2007	2008	2009	2010	2011	Score
	0.92	0.940	0.974	0.986	1.007	4
	Weighted Score					1.40



#### Expenditure to Revenue Ratio :

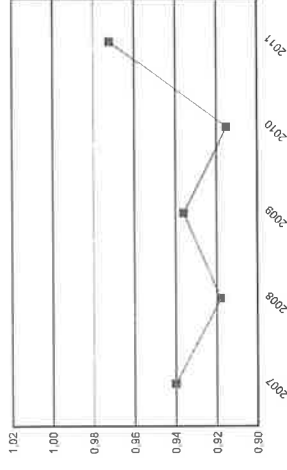
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Total Expenditure divided by  
Total Revenues

The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.00 and \$1.10 scores 3, between \$1.10 and \$1.20 scores 2 and spending of greater than \$1.20 scores 1. One-time expenditures made by the district, including construction costs, are included in this ratio. Upon review of the remaining fund balance when deficit spending occurs, the indicator score may be adjusted.

	2007	2008	2009	2010	2011	Score
	346	357	356	374	360	4
	Weighted Score					0.40

#### Expenditure to Revenue Ratio



#### Days Cash on Hand :

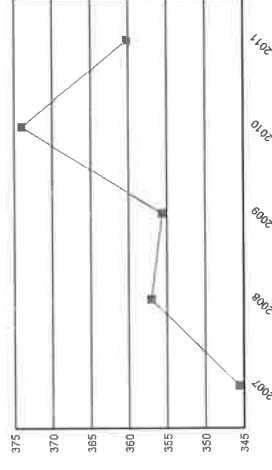
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Cash on Hand divided by  
Expenditures per Day

28,556,124  
79,276

Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 180 days or greater scores 4, between 90 and 180 scores 3, between 30 and 90 scores 2 and less than 30 days of cash on hand scores 1.

#### Days Cash on Hand



#### % of Short-Term Borrowing Max. Remaining :

Tax Anticipation Warrants  
Short-Term Debt Max. Available

0  
16,160,188

Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur.

	2007	2008	2009	2010	2011	Score
	100.00	100.00	100.00	100.00	100.00	4
	Weighted Score					0.40

#### % of Long-Term Debt Margin Remaining :

Long-Term Debt Amount

15,928,417

Represents how much long-term debt the district may incur.

	2007	2008	2009	2010	2011	Score
	77.14	82.71	86.700	88.39	75.04	4
	Weighted Score					0.40

<b>FY 10 Profile Score</b>	<b>4.00</b>
<b>FY 11 Profile Score</b>	<b>4.00</b>
<b>Recognition</b>	

Argo CHSD 217  
High School  
07-016-2170-16

## School District Financial Profile

Located in : Summit Cook  
Superintendent: Dr. Kevin J O'Mara  
Basis of Accounting: Accrual  
Under Tax Cap: Yes

### \*Operating Funds Summary :

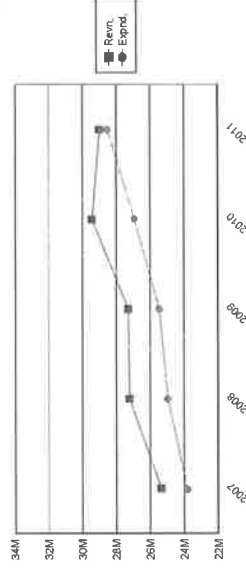
Beginning Fund Balance  
+ Revenues  
- Expenditures  
= Results of Operations  
+ Other Receipts and Adjustments  
Ending Fund Balance

### Working Cash Ending Fund Balance

#### Historical Data

	2007	2008	2009	2010	2011
Beginning Fund Balance	21,636,230	23,342,939	25,590,850	26,501,334	29,033,690
+ Revenues	23,357,461	27,217,862	27,291,918	29,435,790	28,985,914
- Expenditures	23,817,102	24,981,332	25,465,655	26,921,315	28,539,351
= Results of Operations	1,540,359	2,236,530	1,826,263	2,514,475	446,563
+ Other Receipts and Adjustments	166,350	11,381	(915,779)	17,881	(291,973)
Ending Fund Balance	23,342,939	25,590,850	26,501,334	29,033,690	29,188,280
Working Cash Ending Fund Balance	7,247,082	7,593,083	7,939,196	8,302,348	8,572,034

### Revenues and Expenditures



\* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the district's ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate below. Districts may transfer money from the working cash fund to any of the operating funds as a loan.

## District's Comments Regarding the School District Financial Profile